DOCUMENT RESUME

ED 240 569 CS 208 027

AUTHOR Topolovac, Eleanore R.; And Others
TITLE Literature at Home: Elementary - Junior High. Books and Beyond.
INSTITUTION Solana Beach Elementary School District, Calif.
PUB DATE 82
NOTE 156p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Art Activities; *Childrens Literature; *Curriculum Enrichment; Elementary Education; Junior High Schools; Learning Activities; Lesson Plans; Reading Interests; Reading Programs; *Recreational Reading; *Student Motivation; Student Projects; *Supplementary Reading Materials; Vocabulary Development; Word Lists; Writing (Composition)
IDENTIFIERS PF Project

ABSTRACT

Developed for teachers of elementary and junior high school students, the "Literature at Home" program is designed to stimulate recreational reading and to enrich the regular classroom reading curriculum. Lesson plans include synopses, vocabulary lists, short-answer questions, activities (including many writing activities), and projects for 36 books chosen for their high literary quality and interest to students. It is suggested that one book may be read by the entire class or that individual titles may be selected by student groups according to reading abilities. The program is divided into two sections. The first section, for elementary grades, contains lessons for 12 books with reading levels for grades three to nine. The second section, for junior high school grades, has lessons for 24 books with reading levels for grades four to nine. (EM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

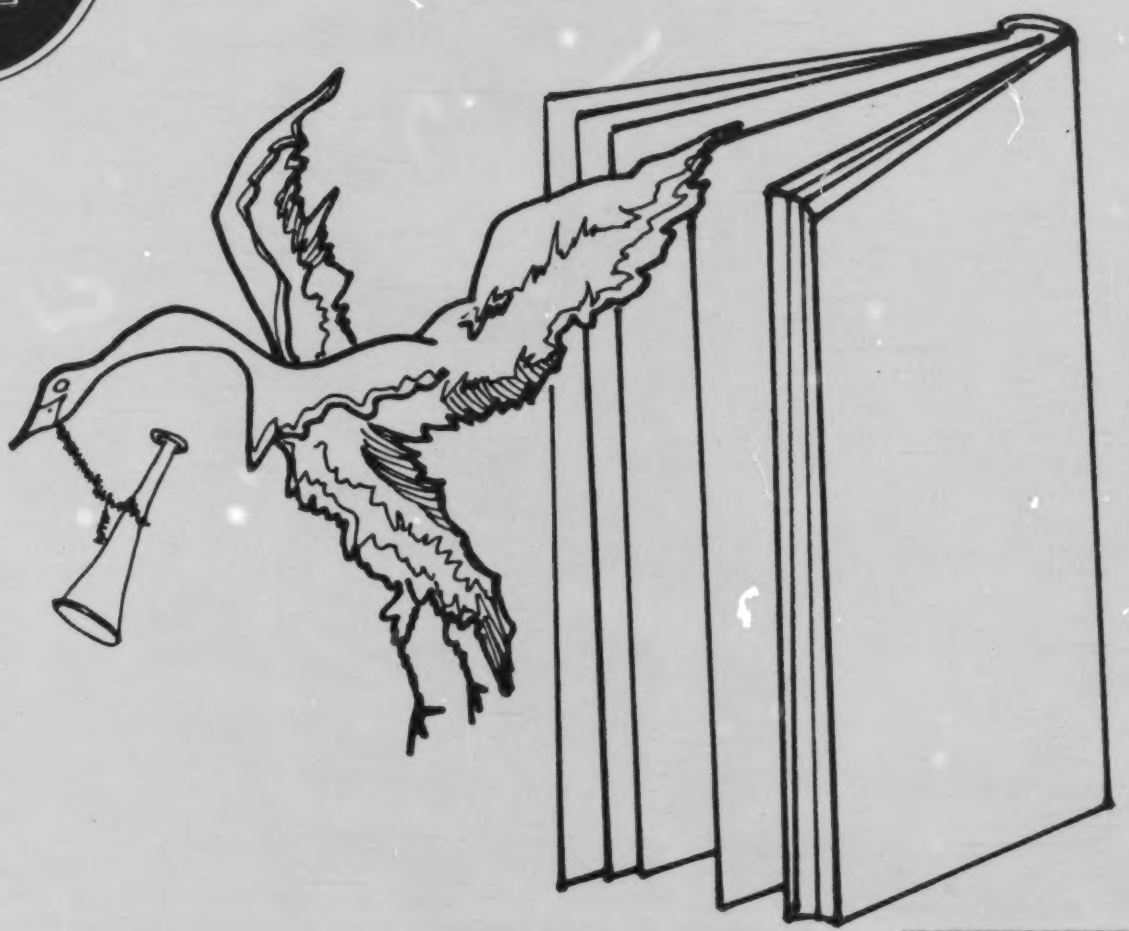
"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Eleanore R. Topolovac

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BOOKS and BEYOND

ED240569



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

LITERATURE AT HOME

ELEMENTARY - JUNIOR HIGH

ESEA TITLE IV-C

CS208027

CALIFORNIA CENTERS FOR EDUCATIONAL IMPROVEMENT

NORTHERN
Office of the Butte County Superintendent of Schools
5A County Center Drive
Oroville, CA 95965

CENTRAL
Office of the Santa Clara County Superintendent of Schools
100 Skyport Drive
San Jose, CA 95115

SOUTHERN
Office of the Los Angeles County Superintendent of Schools
9300 East Imperial Highway
Downey, CA 90242

PROJECT OVERVIEW

CATALOG NUMBER: FP 000 329

PROJECT TITLE: Books and Beyond (K-6)

LOCAL EDUCATIONAL AGENCY:

Solana Beach School District

ABSTRACT:

Books and Beyond is a program designed to increase students' recreational reading and decrease indiscriminate TV viewing. Through success-oriented reading incentive strategies, parent education and student self-monitoring techniques, this highly motivating program produces positive, long-lasting behavioral changes in students with regard to their recreational reading and TV viewing habits. The Books and Beyond manuals provide all the information and materials needed for successful implementation of the program. Because of the variety of strategies and the design of Books and Beyond, schools can easily tailor the program to meet their needs and fit it within their curriculum. The program can be operated on a school-wide basis or in individual classrooms. The program encompasses all student populations including gifted, slow learners, special education and bilingual students.

ADDRESS:

Solana Beach School District
309 North Rios Avenue
Solana Beach, CA 92075

CONTRACT: ESEA Title IV-C, #5372
E/I 1982-1983

PUBLICATION DATE: 1982

STATUS: Active

DESCRIPTORS:
- Behavior Change
- Demonstration Programs
- Motivation Techniques
- Parent Participation
- Reading
- Television Viewing

TARGET GROUP(S):
- Elementary School Students
- Elementary School Teachers
- Parents

TEACHING METHODS:
- Behavior Change
- Motivation Techniques
- Recordkeeping

LEARNING ACTIVITIES:
- Educational Games
- Independent Reading
- Recreational Activities
- Television Viewing
- Worksheets

PROJECT MATERIALS:

Catalog Number	Title	Site
FD 001 959	Quest for Knowledge Read-A-Thon and TV Viewing Skills Packet (K-6)	C/N/S
FD 001 960	Book Buck Read-A-Thon (K-6)	C/N/S
FD 001 961	Jog America Read-A-Thon (K-6)	C/N/S
FD 001 962	Literature At Home (K-9)	C/N/S
FD 002 107	Around the World With Books Read-A-Thon (K-6)	C/N/S

HW
9/82

LITERATURE AT HOME TEACHER'S GUIDE
ELEMENTARY

Introduction

Literature At Home is a program designed to stimulate recreational reading. Books for this program have been selected because of their high literary quality and interest to students. This program provides the teacher with lesson plans that include synopsis, vocabulary, short answer questions, activities and projects. These materials allow the teacher to implement the program with ease and efficiency.

Suggested Uses

Depending on books available and teacher preference, an entire class may read the same book or individual titles may be selected by student groups according to reading abilities. This program has been designed as an enrichment to the regular classroom reading curriculum. It is hoped that by providing students with quality, high interest reading material they will develop the long lasting love for books and make recreational reading a part of their lives.

Elementary Titles	Reading Level
Stuart Little	3 - 6
The Trumpet of the Swan	3 - 6
Brighty of the Grand Canyon	4 - 6
My Wolf - My Friend	4 - 6
Dream of the Blue Heron	4 - 7
Dragonwings	5 - 9
Bridge to Terabithia	6 - 8
A Swiftly Tilting Planet	6 - 8
The Master Puppeteer	6 - 9
Carry on Mr. Bowditch	6 - 9
A Wind in the Door	6 - 9
Sounder	6 - 9

STUART LITTLE

BY

E. B. White

SYNOPSIS

Stuart Little is a mouse, who is born into the Frederick C. Little family. The book records the exciting, often amusing adventures of a mouse-sized creature in a giant-sized world. Stuart is kind, helpful, loyal and keeps a positive attitude no matter how desperate his circumstances. Stuart's great adventure comes at the age of seven when he embarks on an epic trip to find his friend, a bird named Margalo.

STUART LITTLE by E. B. White

QUESTIONS

Chapters 1-3

1. Tell how Stuart was different from other babies in looks and manner.
2. Give an example of how Stuart helped his family.

Chapters 4-6

1. Explain how Stuart came to be wrapped in a window shade. What curious thing did Snowbell do?
2. How was Stuart rescued from the shade?
3. How did Stuart get on a bus?
4. On what boat was Stuart a crewman? What ship was his enemy?

Chapters 7-9

1. How did Stuart get washed overboard?
2. Who won the boat race?
3. Who was Margalo and how did she meet the Littles?
4. How did Stuart save Margalo from Snowbell?
5. Who saved Stuart from the barbage dump?

Chapters 10-12

1. Why did Margalo leave?
2. What did Stuart do about Margalo's disappearance?
3. How was Stuart going to travel?
4. How did Stuart get to be a substitute teacher?

Chapters 13-15

1. Who did Stuart meet at Ames Crossing?
2. What happened to Stuart's canoe and his date?
3. What good advice did the repairman give to Stuart?

STUART LITTLE

WRITING ACTIVITIES

1. Make up an adventure for Stuart.
2. Write an ending for the story telling what happens when Stuart finds Margalo.
3. Explain what the repairman means when he says, "A person who is looking for something doesn't travel very fast."

ACTIVITIES

1. Get a small box and furnish a room for Stuart. Use empty spools, thimbles, little boxes, etc. for furniture. You could make things out of cardboard or paper. Make a display of all Stuart's rooms.
2. Invent something that would make life easier for Stuart. Draw and explain your invention.

THE TRUMPET OF THE SWAN

BY

E. B. White

SYNOPSIS

This is the story of Louis the trumpeter swan who came into the world without a voice. It is also a story of Louis' friend Sam, a boy who helps Louis and shares some of the swan's adventures. Louis and his family try many things to overcome his handicap. The swan meets many interesting people and becomes famous. He finally wins his heart's desire, the beautiful lady swan, Serena.

THE TRUMPET OF THE SWAN by E. B. White

VOCABULARY

1. cob
2. cygnet
3. idyllic
4. pangs
5. vain
6. vile
7. spectrum
8. odious
9. exalted
10. sanctuary
11. countenance
12. doleful
13. sensibilities
14. haunts
15. deplorable
16. malodorous
17. pinioned
18. revulsion

THE TRUMPET OF THE SWAN

QUESTIONS

Chapters 1-5

1. What rare sight did Sam see?
2. What was the best part of Sam's life?
3. Describe a trmpeter swan.
4. Why were the swans disturbed at seeing a boy?
5. How many eggs were in the nest?
6. How did Sam make friends with the swans?
7. How many days does it take a swan's egg to hatch?
8. Describe the cygnets.
9. What was wrong with Louis? How would his defect be a handicap?
10. Why did the cob say the defect might be an advantage?
11. Why was Louis scared?

Chapters 6 - 10

1. What did the cygnets have to learn before the trip tc Montana?
2. What did Louis decide to do about his handicap?
3. Why did Sam need permission to keep Louis?
4. What class did Louis join?
5. How long was Louis away from his family? What was he wearing when he returned?
6. Who was Serena?
7. Where was father going to travel to get help for Louis?
8. How did father get a trumpet?
9. What job did Louis get? Why did he need work? What was his salary?

Chapters 11-15

1. Where did Louis sleep at camp?
2. What was his favorite game?
3. Why did Applegate take out the canoe?
4. Who rescured Applegate?
5. How did Louis feel about his medal?
6. Why did Louis decide to go to Boston?
7. Why did Sam cut the webs on Louis' toes
8. What new job did Louis get? What was his salary?
9. Where did Louis sleep his first night in Boston?

QUESTIONS (continued)

Chapters 16 - 21

1. What and where was Louis' third job?
2. Who did Louis meet after the storm?
3. How did Louis decide to declare his love for Serena? Did his plan work?
4. Why did the zoo want to pinion Serena?
5. Who did Louis find to help with his problems?
6. What compromise did Sam work out with the zoo?
7. How did visiting the zoo help Sam?
8. What was Louis going to do with his money?
9. What happened when the old cob tried to pay back the money to the music store?
10. What did the storekeeper decide to do with the extra money?
11. How did Louis and his family spend their summers?
12. What became of Sam?

THE TRUMPET OF THE SWAN

WRITING ACTIVITIES

1. Explain how the saying, "When life hands you lemons, make lemonade," might apply to this story.
2. Write a factual report on trumpeter swans after appropriate research.
3. Write a new adventure for Louis involving one of his cygnets.

ACTIVITIES

1. From construction paper or any appropriate material, make the things that Louis carried around his neck.
2. Make a drawing of a swan boat.
3. Make a map (label and illustrate it) showing the location of Louis' adventure.

BRIGHTY OF THE GRAND CANYON

BY

Marguerite Henry

SYNOPSIS

Brighty of the Grand Canyon is the life story of an independent, curious, adventurous burro. This burro was responsible for making some of the early trails on the canyon, trails which men later used and followed.

Brighty's wild, free spirit, and joy in life make this story exciting, adventurous reading.

BRIGHTY OF THE GRAND CANYON by Marguerite Henry

VOCABULARY

1. collapsible
2. posse
3. raucous
4. vermilion
5. spewed
6. dulcet
7. mull
8. tumult
9. transfixed
10. torrents
11. festered
12. penetrated
13. scoundrel
14. gallant
15. officiousness

BRIGHTY OF THE GRAND CANYON

QUESTIONS

Pages 13-28

1. Why did Brighty hurry down the canyon?
2. What was Brighty's real name?
3. What exciting find had the old prospector made?
4. What did the old man hope to do with his money?
5. Who was Jake Irons? What was his work?
6. What offer did the old man make Jake?
7. What unusual talent did Brighty have?

Pages 29-48

1. Why was the sheriff at the old timer's camp? What did the sheriff think had happened?
2. How did Brighty escape the hobbles?
3. What did the strange men try to make Brighty do?
4. How did Brighty escape the men?

Pages 49-65

1. Who came to share Brighty's cave?
2. How did Brighty win the fight?
3. Who helped the wounded Brighty? What was used for salve?
4. Why did Uncle Jim cut off his pantlegs?
5. What "tied" the old man and the burro together?

Pages 66-86

1. What plans did Uncle Jim have for the reward?
2. How did Brighty try to repay Uncle Jim?
3. Who did Uncle Jim take on a cougar hunt?
4. How did Brighty become the hero of the hunt?
5. What was the President's dream?
6. Who was Homer Hobbs?
7. Why did Brighty like the camp?
8. What two tricks did Brighty have?

BRIGHTY OF THE GRAND CANYON

QUESTIONS (cont.)

Pages 87-102

1. Where did Brighty go in cold weather?
2. Who did Brighty meet while sheltering from a storm?
3. Why did Irons need Brighty?
4. What happened during Brighty's wild cage ride?
5. Why did Brighty look for Uncle Jim?

Pages 103-124

1. How did Uncle Jim get Brighty to take medicine?
2. What changes did the coming of the bridge mean?
3. Who was to have the honor of opening the bridge? Why?
4. How was Brighty "dressed" for the bridge opening?

Pages 125-139

1. What gift did Jim Owen receive from the President?
2. What exciting thing did Brighty find on the other side of the bridge?
3. Why did Brighty fight the black burro?

Pages 140-158

1. How did Brighty lose the leadership of the herd?
2. Who captured Brighty? What did he want Brighty to do?

Pages 159-172

1. What surprise awaited Brighty at Uncle Jim's place?
2. What did Irons steal from Uncle Jim?

Pages 173-188

1. Where had the men and cattle gone?
2. Who stumbled into the deserted ranch?
3. Why was Irons going to kill Brighty?

Pages 189-206

1. Who saved Brighty's life?
2. Describe Thanksgiving dinner.
3. How did Uncle Jim know that Jake Irons was a murderer?
4. What did Uncle Jim say the Piute Indians thought moon tea could do?
5. How did Uncle Jim trick Jake?

QUESTIONS (Cont.)

Pages 207-216

1. How did Brighty get shot?
2. How did Uncle Jim stop the bleeding?
3. How did Brighty make the trip back to town?

WRITING ACTIVITIES

1. Look up Theodore Roosevelt in the encyclopedia. Tell about his activities as an outsdoorsman.
2. Look up the Grand Canyon. Write a brief report on this natural wonder.
3. Explain, in detail, why you think so many people admired Brighty.

ACTIVITIES

1. Make a shadow box illustrating a scene from the story.
2. Make puppets (stick) for some of the characters in the story. Act out one of Brighty's adventures.
3. Make up 20 questions you would like to ask Brighty if he could talk. Write an interview telling Brighty's answers to your questions.

MY WOLF MY FRIEND

By

Barbara Corcoran

SYNOPSIS

Hallie Winthrop leaves Los Angeles and the life she knows to move to Montana for the sake of her father's health. She is lonely and depressed until she finds Sacha the orphaned baby wolf. Their adventures together and their affect on each other's lives make an exciting, touching story.

MY WOLF MY FRIEND by Barbara Corcoran

VOCABULARY

1. correspondence school
2. rude
3. polio
4. uproariously
5. edict
6. predators
7. reminisce
8. provocation

MY WOLF MY FRIEND

QUESTIONS

Chapters 1-3

1. What happened to Hallie's mother?
2. Why had her father's recovery been slow?
3. What did the doctor tell Hallie she must do to help her father?
4. What kind of land did father own in Montana?
5. How did Butte impress Hallie?
6. What did she think of Missoula?
7. Why couldn't Hallie go to a regular school?
8. Describe Hallie's new home.
9. How did Hallie get lost in the woods?
10. Who did Hallie meet while wandering in the woods?

Chapters 4-6

1. Describe Birdie and John Penney.
2. What had caused Birdie's health problems?
3. How did Birdie get her name?
4. What happened to Hallie on the black ice?

Chapters 7-9

1. What did John do when Hallie came to visit after the storm?
2. How did Hallie make John angry?
3. What sad find did Black Thunder and Hallie make in the woods?
4. What was found in the animal's den?
5. What compromise did Dad and Hallie reach?
6. What did Hallie name the cub?

Chapters 10-12

1. What ambition did Dad have?
2. What job was Hallie given to do?
3. What is a chinook?
4. How did Birdie react to Sacha? Who killed the cub's mother?

Chapters 13-15

1. What were Dad's birthday presents to Hallie?
2. What did Dad offer to do about Hallie's unhappiness?
3. Why was learning to shoot a necessity?

QUESTIONS (continued).

Chapters 16-18

1. How did the calf get hurt?
2. How did the lynx hunt work out?
3. What did father tell John about Sacha?
4. How did Sacha save Hallie's life?
5. What happened to Birdie's lamb?
6. How did Sacha die?
7. Why did Hallie shoot at John?

Chapters 19-21

1. How did Mrs. Penney help Hallie?
2. What problems did Hallie have with father being sick?
3. Why did John Penney come to see Hallie?
4. Why did Hallie refuse to go to California?
5. What new plan for the future did Hallie and father make?

MY WOLF MY FRIEND

WRITING ACTIVITIES

1. Explain the reasons why wild animals do not make good pets.
2. Many books have had animal heroes. Why do you think people like to read animal stores? Explain.

ACTIVITIES

1. Make a collage of animal pictures. Choose one animal and tell what it is a particular favorite.
2. Select 10 unusual animals that people might has as pets. Find out what each animal would need to eat if he was a pet.

DREAM OF THE BLUE HERON

BY

Victor Barnouw

SYNOPSIS

Walbus, a young Chippewa Indian boy, is caught up in the fierce conflict between his traditional forest-dwelling grandparents, and his father, who works in a lumbermill, and brings Wabus into the modern world. Through Wabus' eyes, the reader learns many fascinating things about the beliefs, ceremonies, hunting customs and war parties of the Chippewa Indians.

VOCABULARY

1. supernatural
2. vaulted
3. meditatively
4. disciplinarian
5. statistical
6. garnered
7. pagan
8. phosphorescent
9. enigmatic
10. rheumy
11. brandished
12. spasmodically
13. reverberating
14. unperturbed
15. fanaticism
16. contagious
17. compelling

DREAM OF THE BLUE HERON

I IN THE WOODS 1905

QUESTIONS

Chapters 1-5

1. Why did Why Sky seldom visit his family?
2. Why did his visits cause bad feelings?
3. What present did Wabus receive from his father?
4. Why did White Sky want Wabus to learn to read?
5. Why were most Indians afraid of White Claw?
6. Why did most Indians respect Wolf Claw?
7. What did Wolf Claw believe was the source of Indian power? Of white power?
8. Why did White Sky "kidnap" his own son?
9. How did Wabus get a new name? What was it?
10. How did Wabus react to the bath and haircut at school?

II THE SCHOOL

Chapters 6-10

1. Name some (3) things that Wabus liked about school?
2. What were some typical duties of an Indian squaw?
3. What talent did Wallace discover he had?
4. What did Wabus discover on the trip to find the Christmas tree?
5. Why did Wabus run away from school for a day?
6. What was the result of the escape?
7. What relationship existed between Mr. Wickham and Miss Peterson?
8. How was Wabus punished for the escape?

III THE BLUE HERON 1906

Chapters 11-16

1. Why did Wabus turn away from the train?
2. Where did Wabus have his dream?
3. How did he interpret the dream?
4. Who was to be his guardian spirit?
5. When Wabus returned to his grandparents, what did he find had happened to Sema?
6. What gift did Wolf Claw give Wabus?
7. What was the outcome of Wolflaw's visit to Sema?
8. Who was an unexpected guest at Wabus' feast?
9. What happened between White Sky and Sema?
10. Who came to Sema's funeral from school?
11. What surprising request did Mememgwa make of Wabus?

QUESTIONS (continued)

IV THE PRIMER 1906

Chapter 17

1. What happened to White Sky? Why?
2. What was White Sky accomplishing in prison?
3. What was Wabus' goal? Who primised to help Wabus?

DREAM OF THE BLUE HERON

WRITING ACTIVITIES

1. Contrast the life of an Indian squaw with that of an Indian man.
2. Describe life in an Indian school.
3. If you were to have an animal guide, what animal would you pick and why?

ACTIVITIES

1. Draw your favorite scene from the book.
2. Finish the story and tell whether Wabus reaches his goal.
3. Make a shadow box of a scene of Indian life.

DRAGONWINGS

By

Laurence Yep

SYNOPSIS

DRAGONWINGS portrays the rich traditions of the Chinese community in San Francisco at the turn of the century. It describes how Moon Shadow made his way through a hostile and bewildering new world. It also tells of a dream, a wonderful, impossible dream made to come true by the joint efforts of Moon Shadow and Windrider.

DRAGONWINGS By Laurence Yep

VOCABULARY

1. QUEUE
2. METICULOUS
3. WIELD
4. CONFRONTATION
5. SIMPERING
6. TENEMENT
7. STEROPTICON
8. PLATEAU
9. PERPENDICULAR
10. EXHILARATING
11. TENDRILS

DRAGONWINGS

QUESTIONS

Chapters 1 - 3

1. Why did Moon Shadow's father go to America?
2. Why won't mother talk about the land of the Golden Mountain?
3. Why was Moon Shadow's father famous in the village?
4. What was father's job in America?
5. What news did Hand Clap bring to Moon Shadow?
6. What two things did Moon Shadow have to remember for the customer?
7. Why was father called Windrider?
8. Where was the Golden Mountain?
9. Why did Moon Shadow feel at home in Tang town?
10. What was the Lee family building?
11. Why were there almost no women in Tang town?
12. Who owned The Company?
13. What had happened to Lefty's hand and why?
14. What was the dream of the Company?
15. Why was the Manchu emperor disliked?
16. What was father's gift to Moon Shadow?
17. Why was Black Dog so ill-tempered?
18. Who attacked the Company and why?
19. What strange things did Moon Shadow see in father's room?
20. How did the story of the dragon king bring Moon Shadow and his father together?
21. What was uncle's gift to Moon Shadow? Why was it special?

Chapters 4 - 6

1. Why didn't Moon Shadow go to school?
2. What did Moon Shadow study at Tang people's school?

DRAGONWINGS

QUESTIONS

Chapters 4 - 6

3. Why was delivering laundry risky?
4. How had grandfather died?
5. Why was Mr. Alger grateful to Windrider?
6. Why couldn't father bring Mother to America?
7. Why was uncle against her coming?
8. Describe an opium den.
9. How did father save Black Dog?
10. What did Black Dog do to Moon Shadow?
11. What was the outcome of the fight between father and Black Dog?
12. What new job did father find?
13. Describe Polk Street?
14. Who was the landlady and what was she like?
15. Describe Robin.

Chapters 7 - 10

1. What gift did Moon Shadow take to Miss Whitlaw?
2. Why was Moon Shadow afraid to go outside?
3. How did Moon Shadow's lessons start?
4. What was father's great ambition? How did Moon Shadow try to help? Was he successful?
5. How did Moon Shadow get accepted by the demon boys?
6. How did father and uncle make up their quarrel?
7. What was the date of the great earthquake?
8. How did Miss Whitlaw get people to help with the rescue work?
9. Why was the fire particularly dangerous?
10. Why was the fire called the Ham and Egg fire?

DRAGONWINGS

QUESTIONS

Chapters 7 - 10

11. What is martial law?

Chapters 10 - 12

1. Where were the Company's possessions and how did they get there?
2. How did they convince uncle to leave the Company's building?
3. Why was father unhappy and rebellious?
4. How did the Chinese win the fight to return to Tang town?
5. Where was Miss Whitlaw's new job?
6. What was father's plan for the future?
7. What gifts did Robin and Moon Shadow exchange?
8. What decision did Moon Shadow and Windrider make?
9. How did father and Moon Shadow earn their living?
10. What was the name of father's aeroplane?
11. Why did Black Dog attack Moon Shadow again?
12. How did Black Dog hurt the family?
13. Why did the Company come to help with Dragonwings?
14. What happened to the plane on its first flight?
15. What did father discover about himself while flying?
16. How did father get the money to bring mother to America?
17. Why did Moon Shadow think he was lucky?

DRAGONWINGS

WRITING ACTIVITIES

1. Explain why the Tang called white people "demons". How did they act like demons in the book?

2. Write a report on the San Francisco earthquake.

ACTIVITIES

1. Draw the dragon of Windriders's dream.

2. Draw Dragonwings.

BRIDGE TO TERABITHIA

By

Katherine Paterson

SYNOPSIS

This is the story of Terabithia, the mythical kingdom of Jess and Leslie. It is the story of Jess whose whole world changes after he meets Leslie. She opens the world of imagination and learning to Jesse and changes him forever. It is Leslie's influence that enables Jesse to cope with the tragedy that touches his life.

BRIDGE TO TERABITHIA by Katherine Paterson

VOCABULARY

1. REPULSIVE
2. OMINOUSLY
3. REGICIDE
4. RELUCTANT
5. SANCTUARY
6. DESPISING

BRIDGE TO TERABITHIA

QUESTIONS

Chapters 1 - 3

1. Why was running so important to Jess?
2. Describe the Aarons' household.
3. What did Jess do to find peace?
4. Who was the only teacher who appreciated Jess' talent?
5. How was the music teacher "different"?
6. How did Jess meet Leslie?
7. How was Leslie different from the rest of the fifth grade?
8. What disappointment did Jeff have the first day of school?
9. Who won the final race?

Chapters 4 - 6

1. Why wasn't running fun any more for the boys?
2. What made Jess decide to be friends with Leslie?
3. Why had Leslie's family moved to the country?
4. What was Leslie's composition about? Why did it cause her more problems?
5. How did Leslie bribe May Belle?
6. What was Terabithia and on what was it modeled?
7. How did Janice Avery get even with Jess?
8. What kind of student was Leslie?
9. Why was Jess uncomfortable at Leslie's house?
10. Why did May Belle want Janice Avery killed? What did Leslie promise her?
11. What plan did Jess and Leslie evolve for revenge?
12. How did the plan work out?

BRIDGE TO TERABITHIA

QUESTIONS

Chapters 4 - 6

13. What Christmas presents did Jess and Leslie exchange?

Chapters 7 - 9

1. How did Jess help Bill?
2. What was Janice Avery's problem?
3. Why did Jess threaten May Belle?
4. Why did Jess feel he'd been born with a piece missing?

Chapter 10 - 13

1. Where did Miss Edmunds take Jess?
2. What happened to Leslie while Jess was gone?
3. How did Jess react to Leslie's death?
4. Why did Jess seem to hate Leslie?
5. Why had May Belle followed Jess to the woods?
6. What had Jess learned from Leslie?
7. Why did Jess take May Belle to Terabithia?

BRIDGE TO TERABITHIA

WRITING ACTIVITIES

1. Describe your "Terabithia".
2. Tell about your favorite pretend game.
3. Why do you think "pretending" has value? Explain fully.

ACTIVITIES

1. Make a map of Terabithia.
2. Draw the castle the children made.

A SWIFTLY TILTING PLANET

By

Madeleine L'Engle

SYNOPSIS

This is a story about Charles Wallace and the unicorn Gaudior who take a dangerous journey through time to stop the destruction of the world. Madog Branzillo is the treat and many challenges must be met by Charles Wallace before the threatened destruction is averted. Meg, the rest of the Murrys and Calvin's mother are part of this exciting, mysterious adventure.

A SWIFTLY TILTING PLANET by Madeleine L'Engle

VOCABULARY

1. BURGEONING
2. INTUITIVE
3. SUPPLICATION
4. REPRIEVE
5. RUNE
6. COUNTERED
7. ANGUISH
8. PRIMORDIAL
9. AVERT
10. DISSONANT
11. PAROXYSMS
12. SCABROUS
13. SUPPURATING
14. AUGUMENTED
15. CONTRETEMPS
16. DEIGNING
17. PERVASIVE
18. REPLETE
19. INFURIATINGLY
20. INADVERTANT
21. INDISCRIMINATE

A SWIFTLY TILTING PLANET

QUESTIONS

Chapters 1 - 3

1. Who surprised the Murrys by accepting an invitation to dinner?
2. What was the President's call about?
3. Where was a nuclear war going to start?
4. What did Mrs. O'Keefe call Charles Wallace?
5. Why had Mrs. O'Keefe come to the Murrys?
6. What was Patrick's rune?
7. What was the new dog's name? What did the name mean?
8. What was Mrs. O'Keefe's maiden name?
9. How could Charles Wallace understand the unicorn?
10. What was the unicorn's name? What did it mean?
11. Who was the enemy?
12. What strange thing was Charles being called upon to do?
13. Who did Charles go "within"?
14. What did Charles learn from being within Harcels?

Chapters 4 - 6

1. What is a Projection?
2. Who was Madoc? Where did he come from?
3. How did Madoc meet Zyll?
4. Why had Madoc left Gwynedd?
5. Why did the Wind people think Madoc a god?
6. Who arrived unexpectedly at Madoc's wedding?
7. What were Gwydyr's peace terms?
8. With what weapon did the brothers fight?
9. Who won the battle?

A SWIFTLY TILTING PLANET

QUESTIONS

Chapters 4 - 6

10. Where did Gwydyr go after the battle?
11. What was the connection between Wales and Vespugia?
12. "When" did Charles Wallace decide he and Gaudior should go?
13. Why were the people in the settlement suspicious of Zylle?
14. Why did Madoc come to warn Brandon?
15. Why was Zylle accused of witchcraft?
16. How was Zylle saved? Where did Zylle and Ritchie go?
17. What honor did Brandon receive?

Chapters 7 - 9

1. Where did Gaudior take Charles after their unsuccessful trip?
2. Who did Charles Wallace go "within" next year?
3. What was Beezie's real name and who was she?
4. What happened to Chuck's father?
5. What odd connection had Mrs. O'Keefe found in Madog Branzillo's name?
6. What treasures did Chuck find under the eaves?
7. Who did Chuck and Beezie's mother marry?
8. How did Duthbert Mortmain change toward the family in the spring?

Chapter 10 - 12

1. What happened to Grandma and Chuck?
2. Who wanted to put Chuck away?
3. What was confused in Chuck's mind?
4. What was the accident that Matthew Maddox was involved in?
5. Describe Matthew's physical condition.

A SWIFTLY TILTING PLANET

QUESTIONS

Chapter 10 - 12

6. How did Matthew know something had happened to Bran?

7. What was wrong with Bran Maddox?

8. How did Jack O'Keefe show his cruelty?

9. How did Matt know when his twin was really back from the war?

10. On what advice did Bran decide to embark?

11. Who accompanied Bran to Vespugia?

12. Why couldn't Zillah go to Vespugia with Bran?

13. How did Zillah get away from her father?

14. What happened to Gedder?

15. How did Charles Wallace affect the course of history? (Remember the might-have-beens)

A SWIFTLY TILTING PLANET

WRITING ACTIVITIES

1. If you could take a journey through time, when and where would you choose to go? Explain why?

2. If you could talk to any person from the past, who would you choose to talk to? Whay would you like to find out from the person? Be a reporter and write and interview with the person.

ACTIVITIES

1. Draw a unicorn.

2. Draw your favorite scene from the book.

3. Make a gallery of creatures which might appear in a Madeleine L'Engle book. Name them.

THE MASTER PUPPETEER

By

Katherine Paterson

SYNOPSIS

This is the story of Jiro, a clumsy, unloved boy, who becomes an apprentice in a Bunraku puppet theater in Osaka, Japan. The details of the apprentices' lives are interestingly told and we gain a fascinating glimpse into Bunraku theater. At this time in Osaka, a Robin Hood type bandit is operating, and Jiro is drawn into exciting adventures involving Saburo, the bandit. The fast-paced climax of the book, offers solutions to Jiro's personal problems, as well as help for the people of Osaka.

VOCABULARY

1.	Bunraku	a drama in which puppets are used instead of live actors
2.	samurai	a member of the warrior class
3.	ronin	a street criminal, a thug
4.	samisen	a Japanese musical instrument
5.	clogs	shoes with high wooden "bridges" to keep the feet off the ground
6.	sake	a Japanese wine
7.	banzai	"hooray", victory

THE MASTER PUPPETEER

QUESTIONS

Chapters 1-4

1. Why were Jiro and his family so poor?
2. What skill did Jiro's father have?
3. Who was Saburo? What did he do?
4. How did Jiro humiliate his father?
5. What two reasons did Jiro have for being unhappy?
6. Why did Jiro leave home?
7. How did Kinshi say apprentices at Hanaza must learn?

Chapter 5-8

1. What news did Jiro get about his parents?
2. What was Kinshi's "triumph"? How did Yoshida respond to it?
3. What "odd" thing did Jiro see in Yoshida's house?
4. At what time did puppet performances usually take place?
5. When had Saburo ordered the special performance?
6. What was Saburo's message to the crowd?

Chapter 9-12

1. What did the mob demand at the theater?
2. How did Yoshida respond to the mob?
3. Why did only ten people show up for the play?
4. What job did Jiro receive when Kinshi was missing?
5. Why did Jiro go upstairs in the storehouse?
6. What did Jiro accidentally find in the storehouse?
7. Why were Jiro and Kinshi beaten?
8. What two temptations did Jiro overcome?
9. Why did Jiro go to visit Okada?

Chapters 13-16

1. What happened when Jiro went to get the Samurai sword?
2. Who was the real Saburo?
3. Why could the real Saburo truly be called the "master puppeteer"?
4. How did the night rovers finally react to their problems?
5. How did Jiro meet his father?
6. Why did Jiro find out about his father?
7. How did Jiro find his mother and Kinshi?

THE MASTER PUPPETEER

QUESTIONS

Chapters 13-16

8. What accident had befallen Kinshi and how had it happened?
9. Why had Yoshida treated his son so harshly?
10. To whom did Kinshi pledge his loyalty?
11. What finally happens to Jiro and Kinshi?

WRITING ACTIVITIES

1. Write a paragraph(s) explaining why friendship is a responsibility. Use illustrations from the friendship Kinshi and Jiro.
2. Write about how apprentices learned the craft of Bunraku theater.
3. Explain how a Bunraku peppet worked and why it required three Puppeteers.

ACTIVITIES

1. Using the sample pictures, draw (make) a Bunraku puppet.
2. Draw pictures of the main characters in the book, using the illustrations in the text.
3. Bring Japanese realia to class to make a display.

CARRY ON, MR. BOWDITCH

BY

Jean Lee Latham

SYNOPSIS

Nat Bowditch is a young man forced by circumstances to give up his dreams of a Harvard education, and make his way in the world alone. With persistance and sacrifice he becomes self-educated, and a mathematician of note. Much of the book is concerned with Nat's adventures at sea, and descriptions of exotic foreign places. The reader learns much about the lives of sailors in the days of sailing ships and learns of Nat's constribution to navigation, which saved the lives of many sailors.

CARRY ON MR. BOWDITCH by Jean Lee Latham

VOCABULARY

Note: The new words in this text, mainly nautical terms, are explained in detail in the text and do not require additional vocabulary work.

QUESTIONS

Chapters 1-4

1. Give three examples of bad luck that befell Nat's family.
2. What was Nat's secret?
3. Why had Captain Bowditch given up the sea?
4. What was an "expectation"? What did Nat invest to get one? What return could he expect?
5. Why did the school master accuse Nat of telling lies? How did he prove he was truthful?
6. What happened to Tom Perry?
7. What job did Hab take?
8. What advice about behavior did Hab give his brother, Nat?
9. Give an example of inflation that Nat's family experienced.
10. Why did Nat have to leave school?
11. What "saying" did Mother have to help her in bad times?

Chapter 5-8

1. Who was Dr. Bentley? How did he worry mother?
2. What two sad events occurred in Nat's family?
3. What plan did father make for Nat's future?
4. What is the meaning of the saying, "sailing by ash breeze"?
5. Why is a ship's log called a log?
6. Name at least three kinds of notebook that Nat kept. Why did he keep them?
7. Why and how did Nat learn Latin?
8. What disappointment did Nat suffer over the sale of the chandlery?

Chapter 9-12

1. What special privilege did Dr. Prince obtain for Nat?
2. What happened to Lizza?
3. What kind of invitation did Nat get from Nathan Read?
4. How and why did Nat learn French?

QUESTIONS (continued)

Chapter 9-12

5. What happened to Captain Boardman?
6. Why did ending his indenture make Nat feel "lost-like"?
7. What job did Dr. Bentley have for Nat?
8. What did Nat buy for his venture?
9. Who was to command the "Henry"? What additional job did he give Nat?
10. What unusual thing happened on Nat's watc h?

Chapters 13-16

1. What advice did Captain Blanchard give Captain Prince?
2. What does "lightering" the cargo mean?
3. How much did Nat make on his venture?
4. What discovery did Nat make about Moore's tables?
5. What discovery did Nat make on his own?
6. What bad news did Nat learn on his return from the voyage?
7. Nat was offered a job on a new ship. What was its name and where was it going?
8. Why did Nat offer to teach the men navigation?
9. How did Nat make a friend of Lem?
10. How long did it take to get the ship through the Sunda Strait? Why?
11. What danger did the ship encounter on the way home?
12. What grim news did the "Astrea" get from the "Stanley"?
13. Who was at the dock to meet Nat?

Chapter 17 - 20

1. Why did Nat spend time checking the figures in Moore's tables?
2. What did Nat's finding of the red ear lead to?
3. When did Nat marry?
4. Where was Nat's next voyage?
5. What new task did Nat set for himself on the voyage?
6. What news did Captain Gorman bring to Nat?
7. Why did Nat hate to go home?
8. What caused Elizabeth to die?
9. What great honor did Nat receive?
10. Why did the new crew of the "Astrea" hate Captain Prince?
11. What offer did Lupe make Nat?

QUESTIONS (continued)

Chapter 17 - 20

12. How many errorsdid Nat find in Moore?
13. What happened when the ship arrived at Batavia?
14. What happened to Nat's two brothers and why?

Chapter 21-24

1. What had Nat decided to do instead of going back to sea?
2. Who did Nat marry?
3. What business venture did Nat become involved with?
4. What job would Nat have on the Putnam?
5. How did Nat get a college degree?
6. Why was Nat surprised to see Lem Harvey?
7. Why didn't Lem sail on the Putnam?
8. What cargo did Nat obtain in Sumatra?
9. What held up the return to Salem harbor?
10. How did Nat get the ship home?

CARRY ON MR. BOWDITCH

WRITING ACTIVITIES

1. Write a paragraph explaining how Nat sailed by an ash breeze through most of his life.
2. Discuss now Nat's interest in math saved the lives of many men.
3. There is a saying, "When life hands you lemons, make lemonade." How did this saying apply to Nat Bowditch?

ACTIVITIES

1. On a world map, trace and label Nat's voyages.
2. Draw and label a sextant.
3. Make a family tree for the Bowditch family. Show what happened to each member.

A WIND IN THE DOOR

BY

Madeleine L'Engle

SYNOPSIS

Wind in the Door is an extraordinary story involving Charles Wallace, Meg, Calvin and the other characters from Wrinkle in Time. The story begins when Charles Wallace becomes seriously ill with a rare ailment. In an effort to save her brother Meg is plunged into a fantastic adventure with creatures from other worlds and dimensions. Meg is forced to risk her own and her friends' lives in fighting the forces that threaten Charles Wallace.

A WIND IN THE DOOR by Madeleine L'Engle

VOCABULARY

1. mitochondria
2. farandolae
3. lucrative
4. reluctant
5. presumptuous
6. tentative
7. acquiescing
8. premonitory
9. compassionate
10. peripheral
11. contumacious
12. abashed
13. spasmodic
14. transmogrified
15. sumperimposed
16. envisioned

A WIND IN THE DOOR

QUESTIONS

Chapters 1-3

1. What did Charles think he saw in the garden?
2. Why did mother have the doctor for Charles?
3. Why was Charles in trouble in school?
4. Why was mother working extra hard in her lab?
5. How did Charles prove there had been dragons in the garden?
6. Why wouldn't mother take Charles out of school?
7. What strange phenomena was father studying?
8. What strange experience did Meg have in the orchard?
9. Describe the creature in the orchard.
10. What was the "dragon" and what was his name?
11. What was the teacher's name?
12. Why had the teacher come?
13. What was Charles Wallace's assignment?
14. What were Meg and Proginoskes to do?
15. What was Calvin's assignment?

Chapters 4-6

1. What relationship did Mrs. Murry see between farandolae and the rips in space?
2. What is kything?
3. Who are the Echthroi?
4. What do Echthroi do?
5. How did Meg know the real Mr. Jenkins?

Chapters 7-9

1. Why did Mr. Jenkins feel he was having a nervous breakdown?
2. What invitation did Mr. Jenkins receive?
3. Where did the Teacher take everyone to think?
4. What was the advantage of Metron Ariston?
5. Describe the farandola.
6. Who was to be Sporos partner?
7. Where was the group going to travel?
8. What was Meg's second test?
9. How did Echthroi get into Charles Wallace?

A WIND IN THE DOOR

QUESTIONS (Continued)

Chapters 10-12

1. How did Calvin's old science project help Mr. Jenkins understand the farandolae and what was going on?
2. Why did Sporos finally Deepen?
3. What was the third test?
4. How did Meg pass the third test?
5. What happened to Progo?
6. What was the wind in the door?

A WIND IN THE DOOR

WRITING ACTIVITIES

1. Pretend you are a reporter and interview Proginoskes. Think of some interesting and provocative questions to ask.
2. Pack a suitcase for Meg to take on an adventure. Explain why each article you select might be useful.
3. Give Charles Wallace some suggestions on how to adapt in school from your own experience.

ACTIVITIES

1. Draw Proginoskes.
2. Try to draw what you believe the farandolae look like.
3. There is much "made-up" language in the book. Make up at least ten more words which might be used in the book and give definitions for the words.

SOUNDER

By

William H. Armstrong

SYNOPSIS

This is the story of a poor, black family in the South and their battles with adversity. It is also the story of the great loyal, loving dog, Sounder. It is a sad story full of great joy, and the triumph of the human spirit over misfortune.

This is a very simply written story. There is no vocabulary to be studied.

SOUNDER

QUESTIONS

Chapters 1 - 2

1. Where had Sounder come from?
2. Why didn't the boy go to school? (two reasons)
3. Why was the dog named Sounder?
4. How do you know the family was poor?
5. Why did the three white men come to the cabin?
6. What happened to Sounder?

Chapters 3 - 4

1. What did the boy find when he crawled under the cabin?
2. Why had mother gone to town?
3. What did mother think Sounder was doing?
4. Why did Mother bake two cakes?
5. Why did the boy have to take the cake to the jail?
6. What happened to the cake?

Chapters 5 - 6

1. When Sounder returned, how did he look?
2. What change, besides his looks, did the family notice about Sounder?
3. What was father's sentence?
4. As the boy grew older, how did he try to find father?
5. What was one good outcome of the boy's journeys?

Chapters 7 - 8

1. How did the boy injure his hand?
2. Why did the boy go to the school?
3. What offer did the school master make the boy?
4. What made Sounder bark?

SOUNDER

QUESTIONS

Chapters 7 - 8

5. What had happened to father and how had it happened?

6. How did father die?

7. When did Sounder die?

SOUNDER

WRITING ACTIVITIES

1. Tell what you think happened to the boy at school. What do you think he became when he grew up?

2. What was father's crime? How was he punished? Write and tell your opinion of whether the punishment was fair or not. Explain fully. Explain how Sounder's actions were an expression of loyalty.

ACTIVITIES

1. Illustrate your favorite part of the story.

2. Find recipes for some of the southern foods mentioned in the story.

3. Make a map showing where the main events of the story occur. Label it.

BOOKS and BEYOND

LITERATURE AT HOME TEACHER'S GUIDE
JR HI

Introduction

Literature At Home is a program designed to stimulate recreational reading. Books for this program have been selected because of their high literary quality and interest to students. This program provides the teacher with lesson plans that include synopsis, vocabulary, short answer questions, activities and projects. These materials allow the teacher to implement the program with ease and efficiency.

Suggested Uses

Depending on books available and teacher preference, an entire class may read the same book or individual titles may be selected by student groups according to reading abilities. This program has been designed as an enrichment to the regular classroom reading curriculum. It is hoped that by providing students with quality, high interest reading material they will develop the long lasting love for books and make recreational reading a part of their lives.

Jr Hi Titles	Reading Level
James and the Giant Peach	4 - 6
The Secret Garden	4 - 6
The Lion, the Witch, and the Wardrobe	4 - 7
It's Not the End of the World	4 - 7
Shadow of A Bull	5 - 7
The Westing Game	5 - 7
Island of the Blue Dolphins	5 - 8
The Adventures of Tom Sawyer	5 - 8
The Black Stallion	5 - 8
The Hobbit	5 - 9
A Swiftly Tilting Planet	6 - 8
Sounder	6 - 9
A Wind in the Door	6 - 9
Call of the Wild	6 - 9
Watership Down	6 - 9
Jane Eyre	6 - 9
Prince Caspian	7 - 9
Brian's Song	7 - 9
Farewell to Manzanar	7 - 9
The Martian Chronicles	7 - 9
Tex	7 - 9
1984	7 - 9
The Voyage of the Dawn Treader	7 - 9
Oliver Twist	8 - 9

JAMES AND THE GIANT PEACH

By

Roald Dahl

SYNOPSIS

James is an average, happy boy until one day his parents are eaten by a hippopotamus. James then leads a miserable life with his two cruel Aunts Sponge and Spiker. A bizarre character gives James a gift of magic green things. In his excitement, James drops the magic pellets and then gives up all hope of ever making friends or being loved. He never should have given up because some peculiar, marvelous things were yet to occur, and James is to be happy once again.

JAMES AND THE GIANT PEACH By Roald Dahl

VOCABULARY

1.	Ch. 1	ramshackle
2.	Ch. 1	desolate
3.	Ch. 2	peculiar
4.	Ch. 2	hags
5.	Ch. 2	hideous
6.	Ch. 3	luminous
7.	Ch. 13	rascal
8.	Ch. 17	frantic
9.	Ch. 17	shriveling
10.	Ch. 19	perambulator
11.	Ch. 19	aghast
12.	Ch. 19	pandemonium
13.	Ch. 19	pathetically
14.	Ch. 20	coaxing
15.	Ch. 20	jeered
16.	Ch. 22	majestically
17.	Ch. 24	katydids
18.	Ch. 24	scornfully
19.	Ch. 24	rambunctious
20.	Ch. 25	vital
21.	Ch. 27	menacing
22.	Ch. 27	eering
23.	Ch. 27	stealthy
24.	Ch. 27	wraithlike
25.	Ch. 27	imbeciles
26.	Ch. 27	loathsome
27.	Ch. 28	frenzy
28.	Ch. 28	enthralled
29.	Ch. 28	malevolently
30.	Ch. 36	pinnacle

JAMES AND THE GIANT PEACH

CHARACTERIZATION

1. What type of people are Aunt Sponge and Spiker? Give examples that support your opinion.
2. List all the characters that accompanied James on his journey.
3. Which character liked being unhappy? How did his traveling companions feel about him?
4. Which character caused the most problems for the travelers? Which problems did he cause?

PLOT

1. Why didn't James like living with Aunts Sponge and Spiker?
2. What happens to Aunt Sponge and Spiker?
3. Why weren't the sharks able to eat the peach?
4. The Cloud men attacked James and his friends. What common weather phenomenon did the Cloud men use as weapons?

QUESTIONS

1. Who was your favorite character? What was it about him that you liked?
2. What qualities in this story make it a fantasy?
3. How did the people in New York respond to the giant peach falling from the sky? Do you think their reaction is believable?

JAMES AND THE GIANT PEACH

PROJECTS AND ACTIVITIES

1. Write a letter to a friend which critiques the book.
2. Write a travel journal about the Peachs' journey. Choose your favorite character as the author.
3. Make a model of the giant peach.
4. Write a poem about the story. Try to use the same rhyming style as the author.

THE SECRET GARDEN

By

Frances Hodgson Burnett

SYNOPSIS

The Secret Garden had been locked and condemned by Mr. Craven, master of Misselthwaithe. This forbidden territory was discovered ten years later by the hapless Mary. Its magic healed her unhappy spirits, her ailing cousin and her bitter uncle. The joy and mystery it evokes have made it among the most famous of all childhood classics.

THE SECRET GARDEN By Frances H. Burnett

VOCABULARY

1.	Ch. 1	fretful
2.	Ch. 1	veranda
3.	Ch. 2	impudent
4.	Ch. 2	bungalow
5.	Ch. 2	sallow
6.	Ch. 2	moor
7.	Ch. 3	brougham
8.	Ch. 3	vicarage
9.	Ch. 4	turrets
10.	Ch. 4	obsequious
11.	Ch. 4	servile
12.	Ch. 4	haughtily
13.	Ch. 4	imperious
14.	Ch. 4	disdainfully
15.	Ch. 4	vexed
16.	Ch. 4	subservient
17.	Ch. 4	sentiment
18.	Ch. 4	incredulously
19.	Ch. 4	victuals
20.	Ch. 4	indignant
21.	Ch. 4	pinafores
22.	Ch. 6	perplexed
23.	Ch. 23	crimson
24.	Ch. 23	shrewd
25.	Ch. 25	indulgently

THE SECRET GARDEN

CHARACTERIZATION

1. At the beginning of the novel, Mary is not liked and even thought unattractive because of her rude and surly behavior. Why does Mary behave this way?
2. Who is Mary's first friend who begins to soften her hard exterior? What are the signs that show she's changing?
3. Why does Colin have screaming tantrums?
4. Why is Dickson such as good influence on both Mary and Colin?
5. Mary often observes that Colin is like a Rajah. What qualities does Colin display that makes Mary think this?

PLOT

1. Why does Mr. Craven leave Misselthwaite for long periods and why did he lock up the Secret Garden?
2. How does the discovery of the secret garden change Mary's feelings and appearance?
3. What "magic" takes place inside the secret garden?
4. Why does Colin pretend to be ill when he has actually recovered? Who helps him with his charade?

QUESTIONS

1. How do you feel about the way Mr. Craven dealt with his problems? Include a discussion of his treatment of Colin.
2. Have you ever had tantrums like Colin or behaved selfishly and spoiled like Mary? What were the circumstances that provoked you? Looking back, how do you feel about it now?

THE SECRET GARDEN

PROJECTS AND ACTIVITIES

1. Draw, sketch or make a model of the Secret Garden when Mary first entered it or after she, Colin and Dickson worked on it. Use your imagination.
2. The Secret Garden has used the same book cover for years. Create a new cover and include a letter to the publisher explaining why they should accept your new design.
3. Write a poem based on the story. Mount and illustrate it.
4. Write a final chapter to the story. Focus your feelings on Mr. Craven. What might he say to his son about his past behavior?

THE LION, THE WITCH, AND THE WARDROBE

By

Clive S. Lewis

SYNOPSIS

While visiting the Professor in the country, Peter, Susan, Edmund, and Lucy discover that a magical, secret land can be reached merely by stepping into the Professor's wardrobe. The children help the brave lion, Aslan, free this land, called Narnia, from the rule of the evil White Witch. The Lion, the Witch, and the Wardrobe is a delightful adventure story filled with fantastic creatures and events.

THE LION, THE WITCH, AND THE WARDROBE By C.S. Lewis

VOCABULARY

Copy the sentence or phrase from the book containing each word. Find its definition.

1.	Ch. III	spiteful
2.	Ch. III	jeered
3.	Ch. VI	harbouring (or harboring)
4.	Ch. VI	fraternising (or fraternizing)
5.	Ch. VI	enchantment
6.	Ch. VII	trifle
7.	Ch. VIII	strategem
8.	Ch. VIII	prophecy
9.	Ch. IX	turret
10.	Ch. IX	gloating
11.	Ch. IX	lithe
12.	Ch. X	solemn
13.	Ch. XI	vermin
14.	Ch. XI	gluttony
15.	Ch. XII	pavilion
16.	Ch. XII	rampant
17.	Ch. XII	betray
18.	Ch. XIII	brute
19.	Ch. XIII	renounced
20.	Ch. XIV	rabble
21.	Ch. XV	vile
22.	Ch. XV	specres (or specters)
23.	Ch. XV	incantation
24.	Ch. XVI	liberated
25.	Ch. XVII	courtiers

THE LION, THE WITCH, AND THE WARDROBE

CHARACTERIZATION

1. Who is Mr. Tumnus, and why is he special to Lucy?

2. Describe the White Witch.

3. What magical powers does Aslan possess?

4. In Narnia, some of the creatures are common animals and some are creatures of fantasy. Of the fantastic creatures, what is a Faun? A Dryad? a Naiad? A Centaur?

5. When they rule Narnia, what are the names given to Peter, Susan, Edmund, and Lucy? Why?

PLOT (answer in sentence form)

1. What spell has the White Witch cast on Narnia?

2. Why is the White Witch afraid of Peter, Susan, Edmund, and Lucy? What prophecy about the kingdom of Narnia threatens her reign as queen?

3. What gifts are given by Father Christmas to Peter, to Susan, and to Lucy?

4. How is Aslan summoned to help Narnia?

5. What is Aslan's first act after the White Witch's death?

QUESTIONS (answer in paragraph form using quotes from the book)

1. How does each of the children use the gift given to him or her by Father Christmas?

2. What pact does Aslan make with the Witch to save Edmund's life? How does the Witch intend to break the pact? How does Aslan ruin her attempt?

3. Describe some of the fantastic creatures in The Lion, the Witch, and the Wardrobe. Include physical description, personality characteristics, and major actions.

THE LION, THE WITCH, AND THE WARDROBE

PROJECTS AND ACTIVITIES

1. Retell an important event in the book through cartoon drawings.

2. Make a word search, a crossword puzzle, or a board game based on The Lion, the Witch, and the Wardrobe.

3. Write a letter to the friend who suggested you read The Lion, the Witch and the Wardrobe, calling it a "book of value."

4. Build a model, sketch, draw a mural, or make a needlework design of one of the settings in the book.

5. With others who have also read the book, dramatize characters or events from the book. Consult your teacher before preparation.

IT'S NOT THE END OF THE WORLD

By

Judy Blume

SYNOPSIS

Karen's world is turned upside down when her father moves out and her parents announce that they are getting a divorce. She decides that she will be the one to get them back together so that her family's life can return to normal. Gradually Karen learns to cope with the divorce and realizes that it's not the end of the world.

IT'S NOT THE END OF THE WORLD by Judy Blume

VOCABULARY

Define each of the following words and use it in a sentence.

1.	Ch. 1	miserable
2.	Ch. 3	consequences
3.	Ch. 4	scrunch
4.	Ch. 5	disgusting
5.	Ch. 5	recommended
6.	Ch. 7	absolutely
7.	Ch. 8	definite
8.	Ch. 9	resemblance
9.	Ch. 10	impression
10.	Ch. 10	interfere
11.	Ch. 11	ignore
12.	Ch. 12	transferred
13.	Ch. 13	alimony
14.	Ch. 14	compared
15.	Ch. 14	dioramas
16.	Ch. 14	verge
17.	Ch. 17	schedule
18.	Ch. 19	sulked
19.	Ch. 21	discourage
20.	Ch. 24	threaten
21.	Ch. 24	imcompetent
22.	Ch. 25	hopeless
23.	Ch. 25	hysterical
24.	Ch. 25	foreword
25.	Ch. 29	deceased

IT'S NOT THE END OF THE WORLD

CHARACTERIZATION

Answer the following questions in sentence form:

1. In what ways is Karen a typical sixth-grader?
2. What seem to be the reasons that Karen's parents separate?
3. How does Jeff change as a result of his family's problems?
4. How does Amy change as a result of her family's problems?
5. Name three minor characters and describe each.

PLOT

Answer each of the following in sentence form.

1. What things does Karen fear will happen once her parents have separated?
2. In what ways does Karen try to get her parents back together?
3. How does making friends with Val Lewis help Karen?
4. Why does Jeff run away?
5. Why does Karen get hysterical on the night that Jeff runs away?

RESPONSE TO THE WHOLE BOOK

Choose one of the following to answer in paragraph form.

1. What does the title of the book mean?
2. The book ends with the sentence, "I had a B+ day today." What does this show about Karen's change in attitude?
3. What, in your opinion, was Judy Blume's purpose in writing this book?

PROJECT (Optional)

Choose one of the following:

1. Design a book jacket for It's Not the End of the World. Include an introduction to the book and information about the author on the jacket flaps.
2. Write a critique or book review of It's Not the End of the World, directed to a teenage audience. Be specific in your praise and/or criticism of the book.
3. Write an extra Chapter for It's Not the End of the World.
4. Write or give an oral presentation of an imaginary interview with Judy Blume, the author of It's Not the End of the World and many other young adult books. Check with your teacher to arrange a time for the oral presentation.
5. Retell an important event through cartoon drawings.

SHADOW OF A BULL

BY

Maia Wojciechowska

SYNOPSIS

How can a boy who pities bulls and fears danger become a bullfighter? Well, if your father was the greatest bullfighter in all of Spain, it is not only your duty but your destiny to be in the bullring. Manlo understood and accepted his fate even though he was terribly afraid and really wanted to become a doctor.

SHADOW OF A BULL by Maia Wojciechowska

VOCABULARY

(Note: Bullfighting terms are listed in a glossary in the back of the book.)

Chapter 2

1. prophecy
2. assassins
3. vagabonds
4. grudgingly

Chapter 3

1. agility
2. noblemen
3. extraordinary
4. peninsula
5. duel
6. divert
7. perpetuate
8. descendants

Chapter 4

1. tranquil
2. unfurling
3. withered
4. hearse
5. gallantry
6. terrain
7. miraculously
8. withers

Chapter 6

1. annual
2. shrine
3. ritual
4. treacherous
5. cunning

Chapter 7

1. epidemic
2. meagerly
3. fate
4. proximity
5. din
6. lament
7. festooned

SHADOW OF A BULL

CHARACTERIZATION

1. Manlo thought he was a coward because he was afraid to fight bulls. However, he gallantly and skillfully saved Juan from a fatal goring. How can you explain Manlo's sudden bravery?

2. Why was Juan's father bitter? How was his life different from Manlo's father?

3. Which two characters truly understood that Manlo was not meant to be a bullfighter?

4. Why did the doctor hate bullfighting?

PLOT

(Chapter 1)

1. Why was it important to the people that Manlo be a matador?

2. What events occured that revealed Manlo's fear of danger?

3. Why is it gravely important that Juan not practice on bulls bred for the bullring?

4. Which incident made Manlo realize what he truly wanted to be?

RESPONSE

1. What is the symbolism of the bullfight?

2. According to Manlo's tutors, what makes a good bullfight?

3. How do you personally feel about bullfights?

PROJECTS

1. Make a poster advertising Manlo's first bullfight. Be sure it included all the excitement and anticipation the townspeople feel.

2. Write a narrative from the bull's point of view. How does he feel during a bullfight?

3. Make a model or painting of a shrine in honor of Manlo, Juan or the doctor who inspired Manlo.

4. Make a model of the bullring.

5. Write a poem about the true meaning of bravery.

THE WESTING GAME

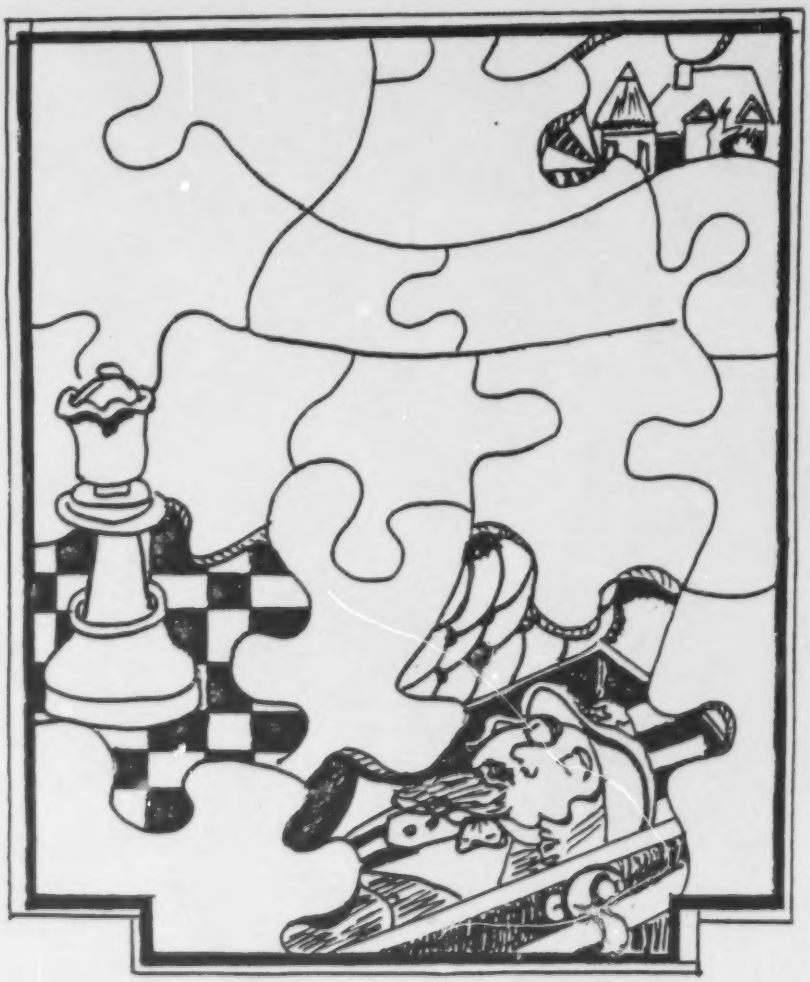
By

Ellen Raskin

SYNOPSIS

"I, Samuel W. Westing, hereby swear that I did not die of natural causes. My life was taken from me - by one of you!"

There are sixteen suspects and all are contracted to find which among them is guilty of the heinous act of murder. The outrageous game begins with a trip inside a haunted mansion on Halloween night. It ends delightfully, and in between, the story is a comical puzzle designed to mystify and entertain its characters and readers.



THE WESTING GAME By Ellen Raskin

VOCABULARY

1.	Ch. 2	grappled
2.	C h. 2	gruesome
3.	Ch. 3	hassock
4.	Ch. 3	facade
5.	Ch. 3	putrid
6.	Ch. 4	vigil
7.	Ch. 4	legacy
8.	Ch. 5	impish
9.	Ch. 5	elfin
10.	Ch. 5	morbid
11.	Ch. 5	scrutiny
12.	Ch. 5	heir
13.	Ch. 6	dastardly
14.	Ch. 6	uncanny
15.	Ch. 7	pompous
16.	Ch. 7	tentatively
17.	Ch. 7	indignant
18.	Ch. 7	wafted
19.	Ch. 8	buttressed
20.	Ch. 8	inscrutable
21.	Ch. 8	bigot
22.	Ch. 8	infirmity
23.	Ch. 8	pretentious
24.	Ch. 10	grimaced
25.	Ch. 12	paraphernalia
26.	Ch. 13	woefully
27.	Ch. 14	peevishly
28.	Ch. 15	soothsayer
29.	Ch.19	horrendous
30.	Ch. 19	glutton
31.	Ch. 22	dejected
32.	Ch. 22	derisive
33.	Ch. 22	somber
34.	Ch. 27	extravaganza

THE WESTING GAME

CHARACTERIZATION

1. Each of the sixteen suspects has some comical peculiarity. List the characters and write a descriptive phrase that includes this character trait.

PLOT

1. List each character's association with Sam Westing.
2. Who baits Turtle into entering the Westing mansion? How does this later become significant?
3. Why does the judge want to protect the victim of Sam Westing's revenge?
4. Why isn't Sam Westing recognized by those who knew him in earlier years?
5. Who finally solves the Westing puzzle? What are the final clues that unravel the mystery?

QUESTIONS

1. Sam Westing understood his relatives' follies and baited them with his own humorous tactics. List three comical twists Sam Westing added to his death ceremony (funeral arrangements, will, newspaper article, and game rules).
2. Who was your favorite character? What was it about him that appealed to you?
3. Chapter twenty-three, "Strange Answers", changes some of the occupations listed in chapter seven. Which of the characters have new titles: What has happened (or been revealed) in the story to account for this change?

THE WESTING GAME

PROJECTS AND ACTIVITIES

1. Invent a game honoring the characters and events in The Westing Game.
2. Draw, sketch or paint your impression of the sixteen characters.
3. Write a poem depicting the general lunacy of the Westing suspects.
4. Write a letter to Mr. Sam Westing. Make it a personal response to his game plan. Do you have any questions about his methods or motives?
5. Make a model of the Westing mansion.

ISLAND OF THE BLUE DOLPHINS

By

Scott O'Dell

SYNOPSIS

Island of the Blue Dolphins is the touching story of a young girl forced to live alone on an island with dangerous terrain, inhabited by savage dogs and under the constant fear of threatening invaders. Eventually she befriends the wild animals and even one of her peoples most feared enemy. Her adventures demonstrate a rare courage and spirit worth sharing.

ISLAND OF THE BLUE DOLPHINS by Scott O'Dell

VOCABULARY

1.	Ch. 1	cormorants
2.	Ch. 1	ravine
3.	Ch. 1	ornaments
4.	Ch. 1	parley
5.	Ch. 1	mesa
6.	Ch. 3	league
7.	Ch. 3	pelts
8.	Ch. 3	carcasses
9.	Ch. 3	pursue
10.	Ch. 5	mischief
11.	Ch. 6	pondering
12.	Ch. 7	forlorn
13.	Ch. 8	lair
14.	Ch. 8	spit
15.	Ch. 8	dunes
16.	Ch. 9	crevices
17.	Ch. 10	serpent
18.	Ch. 10	omen
19.	Ch. 10	clamor
20.	Ch. 12	gnawing
21.	Ch. 13	wary
22.	Ch. 13	bellowing
23.	Ch. 16	sinews
24.	Ch. 17	lure
25.	Ch. 23	reproachfully
26.	Ch. 24	fledglings

ISLAND OF THE BLUE DOLPHINS

CHARACTERIZATION

1. Support the following statements about Karana with a specific quote or incident from the novel:
   a. Karana understood the Aleuts were her peoples enemy.
   b. Karana was loving and protective of her young brother.
   c. Karana chose her defensive strategies against enemies carefully.
   d. Karana was desperately lonely.
   e. Karana had a warm, loving heart.

2. Again, support the following statements about Karana's people with a specific incident or quote from the novel:
   a. Karana's people were naive.
   b. Karana's people were superstitious.
   c. Karana's people were defenseless.

PLOT

1. Why do the Aleuts return periodically to the Island of the Blue Dolphins?

2. Describe two defensive measures Karana took to guard herself from the wild dogs.

3. Why didn't Karana kill the wild dog who had killed her brother?

4. Why did Karana give her real name to her Aleut friend?

QUESTIONS

1. Karana does not display her emotions even when she is overcome with grief. Pretend you are Karana and write a paragraph showing your feelings when:
   a. your Father dies
   b. your brother dies
   c. Rontu dies

   Choose one of the above.

2. Give yourself a secret name and describe what you're like.

ISLAND OF THE BLUE DOLPHINS

PROJECTS AND ACTIVITIES

1. Choose the portion of the book you most enjoyed. Pretend you are Karana and write a diary including at least one week's entry.

2. Make a map or model of the island; include all the relevant places where Karana lived, hunted or visited and places where important events took place.

3. Write a poem telling Karana's story.

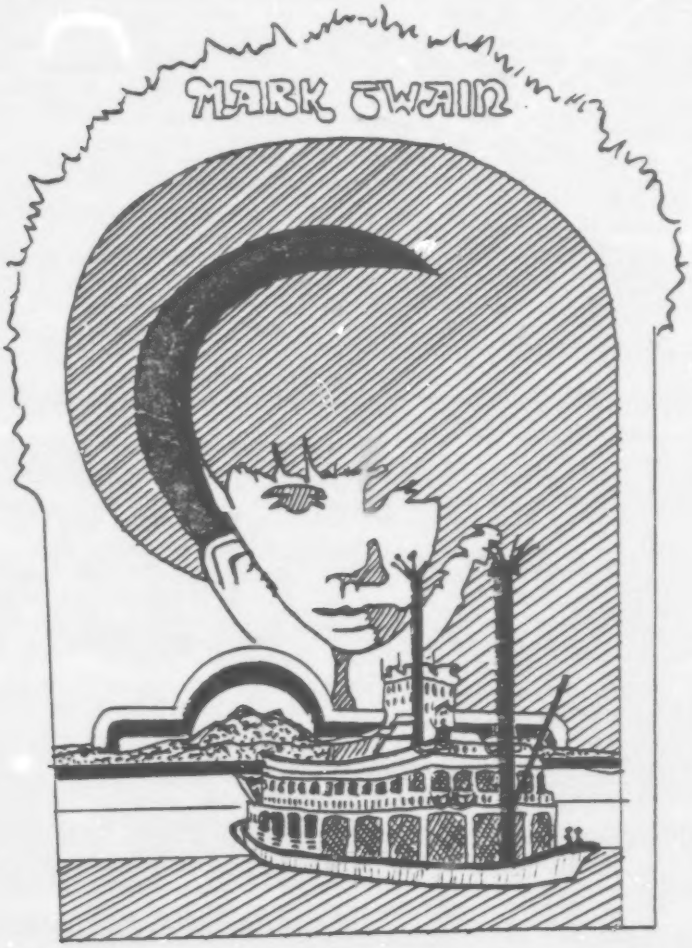
TOM SAWYER

By

Mark Twain

SNYOPSIS

Tom wasn't a bad boy. He just told tales, cut school, ran away from an aunt who loved him, and joined a band of pirates. Oh, and he also witnessed a brutal murder and became lost in a cave where the murderer was hiding. But that's not all, of course, because there's just no telling what's going to happen when Tom sets his mind to some great adventure.



TOM SAWYER by Mark Twain

VOCABULARY

Chapter 1
1. adamantine

Chapter 2
1. melodious
2. ponderously
3. laborious
4. alacrity
5. dilapidated

Chapter 3
1. balmy
2. intrepid
3. eminence
4. evanescent
5. furtive
6. grotesque
7. dismal
8. felicity
9. discordant
10. vexation

Chapter 4
1. edifice
2. reprimand
3. portly
4. bliss
5. prodigious

Chapter 5
1. droned
2. facetious

Chapter 6
1. adious
2. homage
3. disdain
4. pariah
5. abash

Chapter 11
1. impudence
2. palsy
3. formidable

Chapter 12
1. hearse
2. consternation
3. clandestinely

TOM SAWYER

CHARACTERIZATION

1. Does Aunt Polly love Tom? Cite quotes or specific incidents that support your opinion.

2. Sid is better behaved and more respectable than Tom. Why then, does Tom have the readers sympathy and Sid their wrath?
3. Remembering the quote, "There were some who believed he would be president yet, if he escaped hanging," list Tom's devilish and heroic deeds.

PLOT

1. What did Huck and Tom see in the graveyard? Describe in detail.
2. Describe the events of the on-again-off-again romance between Becky and Tom. How did Tom finally win her heart?
3. What do you think was Tom's grandest plan?
4. What was Huckleberry's heroic act?
5. Why didn't Huck want to be adopted by the Widow Douglas?

QUESTIONS

Mark Twain often satarized the follies of man. The following three questions refer to Twain's style of humor and criticism. What is Mark Twain criticizing when he says:

1. Tom had discovered a great law of human action-namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain.
2. A boy of German parentage had won 4 or 5 bibles. He once recited three thousand verses without stopping; but the strain upon his mental faculties was too great and he was little better than an idiot from that day forth.
3. A phrenologist and a mesmerizer came -- and went again and left the village heavier than ever.
4. Injun Joe's funeral stopped the further growth of one thing--the petition to the governor for Injun Joe's pardon. The petition had been largely signed; Many tearful and eloquent meetings had been held, and a committee of sappy women had been appointed to go in deep mourning and wail around the governor, and implore him to be a merciful ass and trample his duty underfoot. Injun Joe was believed to have killed five citizens of the village, but what of that?

TOM SAWYER

PROJECTS AND ACTIVITIES

1. Sketch your impression of the major characters.
2. Write a new adventure for Tom and Huck.
3. Interview Mark Twain. Tape it or act it out for your class.
4. Make a model or paint the labryinth where Tom and Becky were lost. Refer to chapter 31 for the detailed description of the cave. Be sure to include stalagmites and stalactites.

THE BLACK STALLION

By

Walter Farley

SYNOPSIS

The Black Stallion is a classic adventure story about a boy and a magnificent wild stallion. They were both shipwrecked and miraculously reached the safety of a desert island. They helped each other to survive and eventually grew to love and trust one another. Their bond grew stronger and together they became a legend.

THE BLACK STALLION by Walter Farley

VOCABULARY

Chapter 1

1. gruff
2. monotonously
3. savage
4. ruthless
5. tersely
6. hectic

Chapter 2

1. endurance
2. taut

Chapter 3

1. wearily
2. circumference
3. edibile
4. improvised
5. famished
6. subconscious
7. carragheen

Chapter 4

1. venomous
2. quivered
3. ravine
4. gale
5. incredulous

Chapter 5

1. remnants
2. query

Chapter 6

1. bedlam
2. instinctive

Chapter 8

1. beseechingly
2. huckster

Chapter 18

1. plaintively
2. vantage
3. vommentator
4. shrewd
5. emblematic

THE BLACK STALLION

CHARACTERIZATION

1. Choose which of the following letters best apply to the author's method of characterizing Alec. Then, find a quote which supports your opinion.
   a. description of the way a character thinks and feels
   b. what a character says and how he behaves
   c. what other characters say and feel about him
   d. a physical description of the character
2. Why does Henry take a personal interest in the Black?
3. List the characters who were sympathetic to the bond between the Black and Alec.

PLOT

1. Alec professes his love for horses in the opening chapter. Cite specific quotes which foreshadow his partnership with the Black.
2. What did the Black's caretaker do that displayed cowardly behavior during the night of the storm?
3. How did the Black and Alec help each other to survive while they were stranded on the island?
4. What are some of the dangers associated with owning the Black?
5. How do Alec's parents cope with a wild beast invading their lives? What concessions does Alec have to make to insure he is allowed to keep the Black?

QUESTIONS

1. It has been said that the writing style of Walter Farley includes some overstatement or slight exaggerations of what would really have occurred. List the events that you feel fall under this category.
2. List 3 incidents where the Black had confrontations with man, elements or other stallions. Why did Farley include these in the story?
3. Do you feel that Farley's overstatement detracts from the enjoyment of the story? Do events and descriptions have to be believable to be good?

THE BLACK STALLION

PROJECTS AND ACTIVITIES

1. Map the Drake's travels from India. Include the fictional island where Alec and the Black lived.
2. Pretend you are a newspaper reporter. Write an article about Alec and the Black's fantastic adventure beginning with the sinking of the Drake and ending with their rescue from the desert island.
3. Write a poem dedicated to the beauty and speed of the Black.
4. Draw, sketch or paint the Black and his old friend, Napoleon.

THE HOBBIT

BY

J.R.R. TOLKIEN

SYNOPSIS

Bilbo was just an ordinary hobbit. He lived comfortably in his hobbit hole until a strange magician, Gandolf, arranged to have him join a band of dwarves determined to retrieve their lost treasure. That would have been simple enough had it not been for evil goblins, hungry trolls, giant spiders, vicious orcs, wild wargs and one very large and powerful dragon, Smaug. Bizarre creatures, enchanted places and fanciful events make this one fantastic adventure story.

Eric [illegible]
13 yrs

THE HOBBIT by J.R.R. Tolkien

VOCABULARY

Chapter 1

1. depredations
2. haughty
3. flummoxed
4. sorcerous
5. conspirator
6. audacious

Chapter 3

1. gnashed
2. dumbfounded

Chapter 5

1. subterranean
2. lurking
3. smote
4. uncanny
5. pinnacle

Chapter 6

1. eyrie
2. precipice

Chapter 8

1. lichen
2. bulbous
3. lamenting
4. vexed
5. eerie

Chapter 9

1. weary
2. surly
3. eddying

Chapter 10

1. enmity
2. alluded
3. obscurest
4. circuitus
5. quays

THE HOBBIT

CHARACTERIZATION

1. (A) Describe Bilbo's physical traits.
   (B) What type of Hobbit was he before he joined up with the dwarves?
   (C) How has he changed as a result of his ad?
2. How did the discovery of the treasure change Elrond?
3. Cite examples of Gandolf's wit and wisdom.
4. List the characters/creatures who saved Bilbo and the dwarves from perilous predicaments.

PLOT

1. Why was Bilbo chosen for this excursion?
2. What was the purpose behind the fantastic adventure?
3. In chronological order, list the terrible dangers Bilbo and his dwarf friends encountered.
4. After Smaug's death bickering begins among the characters over who is the rightful owner of the treasure.
   A. Were their conflicts believable?
   B. Could this or does this happen in real life?
   C. How do you think the problem should be resolved?

RESPONSE

1. Pretend you just discovered Bilbo's magic ring. What would you do? Where would you go?
2. The Hobbit is classified as a fantasy. Using this book is an example describe the characteristics of a fantasy story.
3. List fictional words that Tolkien invented to make his story fanciful.

PROJECTS

1. Make a model of or mount on posterboard a map of the dwarves and Bilbo's journey.
2. Build, paint or sketch Smaug and his treasure and lair.
3. Draw your interpretation of the various characters and creatures in the story.
4. Write a letter to Mr. Tolkien. Make it a personal response or critique of this book. Do you have any questions you'd like to ask him?

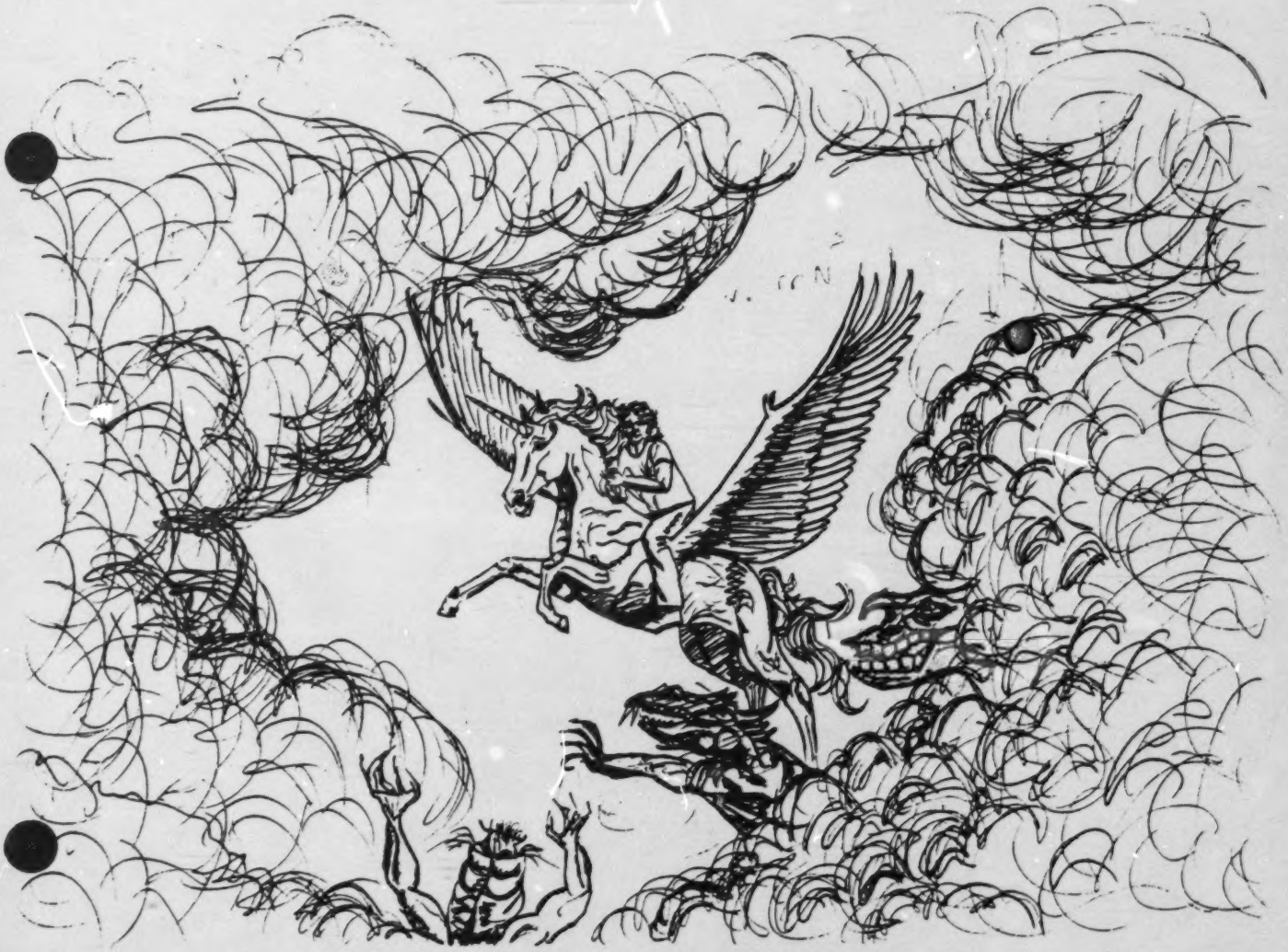
A SWIFTLY TILTING PLANET

BY

Madeline L'Engle

SYNOPSIS

This is a story about Charles Wallace and the unicorn Gaudior who take a dangerous journey through time to stop the destruction of the world. Madog Branzillo is the threat and many challenges must be met by Charles Wallace before the threatened destruction is averted. Meg, the rest of the Murrys and Calvin's mother are part of this exciting, mysterious adventure.



A SWIFTLY TILTING PLANET by Madeline L'Engle

VOCABULARY

Chapter 1
1. rune
2. stench

Chapter 2
1. brusque
2. relinquishing
3. nocturnal
4. rueful
5. imploringly

Chapter 3
1. antecedents
2. cacophony
3. primordial
4. caldron
5. languorously

Chapter 4
1. pungent
2. luminosity
3. profusely
4. devastated
5. scabrous
6. subtle
7. sooth-sayers
8. equinox

Chapter 5
1. mien
2. scry
3. wrench (v)

Chapter 7
1. regurgitated

Chapter 8
1. scdden
2. anorak

Chapter 10
1. corroborate

A SWIFTLY TILTING PLANET

PLOT

1. What alarming news disrupts the Murrys' Thanksgiving dinner?

2. Why does Mrs. O'Keefe join the Murrys for their Thanksgiving celebration?

3. The rune had great power to fight evil. List the names it saved different characters from disaster.

4. List the characters in chronological order that Charles Wallace had to go "within" and complete the remainder of the chart.

	Name of Character	How Charles helps him fight the Echthroi	Relationship to other characters in past/present
Sample:	Harcels	Prevented Harcels from seeing the evil of man	None, but incident foreshadowed Echthroi's evil influence on man

A SWIFTLY TILTING PLANET by Madeline L'Engle

CHARACTERIZATION

1. For many years Mrs. O'Keefe was misunderstood by the Murrys. What revelations did Charles Wallace and Meg discover about her past that explains her bizarre behavior?

2. Madoc and Gwydyr are brothers, yet their characters are immensely different. Describe them both.

3. List six characters that were influenced by the evil Echthroi:

RESPONSE

1. Even though Echthroi do not exist, evil does. What evils do you see in this world and what do you feel is the best way to fight them?

2. If you could go back in time as Charles Wallace did, what historical characters or family ancestors would you want to to "within"? What would you do, or what events would you try to change?

3. What is a flashback? How is it used or what purpose does it have in this novel?

PROJECT

Bonus Points:

1. Draw or paint your interpretation of an Echthroi projection.

2. Make a family tree of the Madoc family. Begin with Zyll and Madoc.

3. Draw, paint or make a model of Gaudior.

4. Write your own rune. Mount and illustrate it.

SOUNDER

By

William H. Armstrong

SYNOPSIS

A man, his son and a great coon dog shared the joy of the hunt. Times became bad, however, when the coons and possums sought new territory. In order to feed his family, the man was forced to find food elsewhere. The results were tragic for all three. The man was imprisoned, the dog crippled and the boy forced into an early manhood. Their legend is created in the Newbery Award Winner, Sounder.

SOUNDER by William H. Armstrong

VOCABULARY

Chapter 2

1. fallow
2. plaintive
3. addled

Chapter 4

1. perkish

Chapter 7

1. rivulets
2. defiant
3. malicious
4. animosity
5. pursuit
6. commotion
7. sanctuary
8. orneriness
9. mellow
10. conjured
11. wilted

Chapter 8

1. parched
2. mimicked
3. indistinct
4. sulfurous
5. sultry
6. askew
7. quarry
8. kindling

SOUNDER

CHARACTERIZATION

1. The boy often describes his father's strength. Cite passages that refer to the father's physical and character strength.

2. What does it mean when the mother (a) hums (b) sings (c) rocks.

3. How does the boy prove his love and devotion to (a) his father (b) his mother (c) Sounder

PLOT

1. When does the boy feel lonely?

2. Why is the boy fascinated by the sight of curtains?

3. Why does the boy love to hear biblical stories?

4. What two men did the boy imagine being killed? What had they done to provoke the boy's wrath?

QUESTIONS

1. The Sheriff gruffly ordered, "Raise your hands boy". Who is the sheriff talking to? Why does the boy raise his hands?

2. The boy read this quote from the book he found: Page 91 How does it explain the cruelty he has witnessed?

3. Before embarking on another journey to find his father, the boy assures his worried mother by explaining, "In Biblestory journeys, ain't no journey hopeless. Everybody finds what they suppose to find." However, the boy doesn't find his father. What then, does the boy find to complete his journey"?

SOUNDER

PROJECTS AND ACTIVITIES

1. Write a journal describing the father's jail term.
2. Create a book jacket.
3. Do a biographical research on the author of the book the boy found in a trash barrel. (Montaigne)
4. Draw, sketch or paint your impression of the major characters.

A WIND IN THE DOOR

By

Madeleine L'Engle

SYNOPSIS

A Wind in the Door is Madeleine L'Engle's sequel to the adventure classic, A Wrinkle in Time. The story transcends man's "limited naked intellect" and journeys to the macrocosmic galaxies and the microcosmic world of the human cell. Mr. Jenkins, Meg's old adversary from grammar school, accompanies Meg and Calvin in a gallant attempt to save Charles Wallace from certain death and the world from terrible evil. "Kythe" along with them and experience an incredible fantasy story.

A WIND IN THE DOOR by Madeline L'Engle

VOCABULARY

Chapter 1

1. implausible
2. pallor
3. lethargy
4. illusion

Chapter 2

1. sinsiter
2. sinuously
3. irrational
4. precarious
5. lucrative
6. ruefully

Chapter 3

1. ludicrous
2. acute
3. sibilant

Chapter 4

1. cacophony
2. tangible
3. miasma
4. aberration
5. bantering

Chapter 5

1. din
2. imperative

Chapter 6

1. abashed
2. incredulous
3. acquiescing
4. dubious
5. plaintively

A WIND IN THE DOOR

CHARACTERIZATION

1. What is it about Charles Wallace that makes his classmates beat him? What does this tell us about the character of these so called 'normal' children?
2. Why does Meg feel inferior? Who helps her to overcome her insecurities - and how?
3. As a result of his experiences with Meg and Calvin, the character of Mr. Jenkins changes from a nervous defensive brute to a caring, gallant hero. Using specific quotes or incidents from the story, trace this character development.

PLOT

1. Who are the namers and the non-namers, and what is the difference between them?
2. What evils have Echthroi inflicted on our world?
3. What were the three trials Meg and Proginoskes had to go through before they were able to save Charles Wallace?

QUESTIONS

1. List ways in which we all must learn to adapt.
2. In what ways were Blajeny and Louise good teachers? What could your school teachers learn from them?
3. Do you believe kything is possible? Have you or can you kythe with friends or family?
4. Mrs. Murray bitterly claims, "LA is trying as honorably as a president can try in a world which has become so blunted by dishonor and violence that people casually take it for granted". Do you agree? Give examples. Show how our society has accepted evil and violence.

A WIND IN THE DOOR

PROJECTS AND ACTIVITIES

1. Using this list of additional vocabulary words, make a crossword puzzle using the definitions as clues.

facsimile	pessimism
demurred	optimistic
peculiar	apprehension
phenomenon	peripheral
annihilated	syncopation
melancholy	contumacious
luminous	ineffable
sinuously	asperity
presumptuous	premonitory
fissure	undulating

2. Draw or sketch the following characters:
   Blajeny
   Proginoskes
   Louise

   or the following places:
   Metron Ariston
   inside Charles Wallace's cells
   the Murray's garden and pasture

3. In at least three paragraphs, invent your own fantasy story.

CALL OF THE WILD

By

Jack London

SYNOPSIS

Buck lived peacefully and comfortably at Judge Miller's place. He reigned supreme there, unmolested, until a gambling debt tempted the gardner to steal Buck and sell him to the gold seekers in the Yukon. Buck was a prize animal; his strength and cunning quickly adapted him to the savage, primordial life of the "club and fang". Not until John Thornton entered his life did Buck know love in the midst of a perilous, uncivilized world.

CALL OF THE WILD by Jack London

VOCABULARY

Chapter 1

1. obscurely
2. populous
3. progeny
4. treachery
5. deft
6. vilely
7. oppressed
8. unkempt
9. sullenly
10. metamorphosed
11. gingerly
12. swartly

Chapter 2

1. primordial
2. vicarious
3. writhing
4. placatingly
5. arduous
6. malingerer
7. cadences

Chapter 3

1. pandemonium
2. marauders
3. dubious
4. abjectly
5. insidious

Chapter 4

1. obdurate

Chapter 5

1. slovenly
2. remonstrance
3. superfluous
4. copious

CALL OF THE WILD

CHARACTERIZATION

1. What type of men were Buck's first masters, Perrault and Francois?
2. Davy is dying from some internal injury aggravated by the strenuous work of the team. Why then does he beg and fight to return to his place in line?
3. What type of people were Charles, Hal and Mercedes? Use specific examples from the book to support what you say.
4. Why did Buck love John Thornton when he had never before loved any man.

PLOT

1. What did the man in the red shirt teach Buck?
2. List three lessons Buck learns shortly after entering the land of 'club and fang'. (Chapter 2)
3. Why is the death battle between Spitz and Buck inevitable?
4. What is the "Call of the Wild"? When does it begin to dominate Buck's behavior?

QUESTIONS

1. What does London mean when he says, "Mercy is reserved for gentler climates"?
2. In what way were Mercedes, Hal and Charles inept at surviving in the wild Yukon world? What was their predictable fate?
3. What general message is London sending concerning the nature of man?
4. Buck pulled a sled frozen into the ice and loaded with 1,000 pounds - a feat never before accomplished. John Thornton's only persuasion was the soft whisper, "For love of me, Buck, for love of me." Do you believe Buck would have succeeded, had John used 'club and fang' rules? Do you believe love between man and animal can be that strong? Explain.

CALL OF THE WILD

PROJECTS AND ACTIVITIES

1. Research the events, time and life style of the gold rush in the Yukon. How realistic was Jack London's portrayal of life in the Arctic wilderness?
2. Sketch or paint pictures of the dogs on Buck's team.
3. The Call of the Wild is a magnificent portrayal of man's obsession for wealth, his conflict with nature and the savagry embed deep in his being. Write a critique on this short novel. Do you agree with this statement? Do you believe man and animal can be as cruel as London depicted them? In general, how do you feel about this book?
4. Read at least two other short stories by Jack London. What similarities and differences can you find among them? (Be sure to include titles and short summaries of the stories you read.)

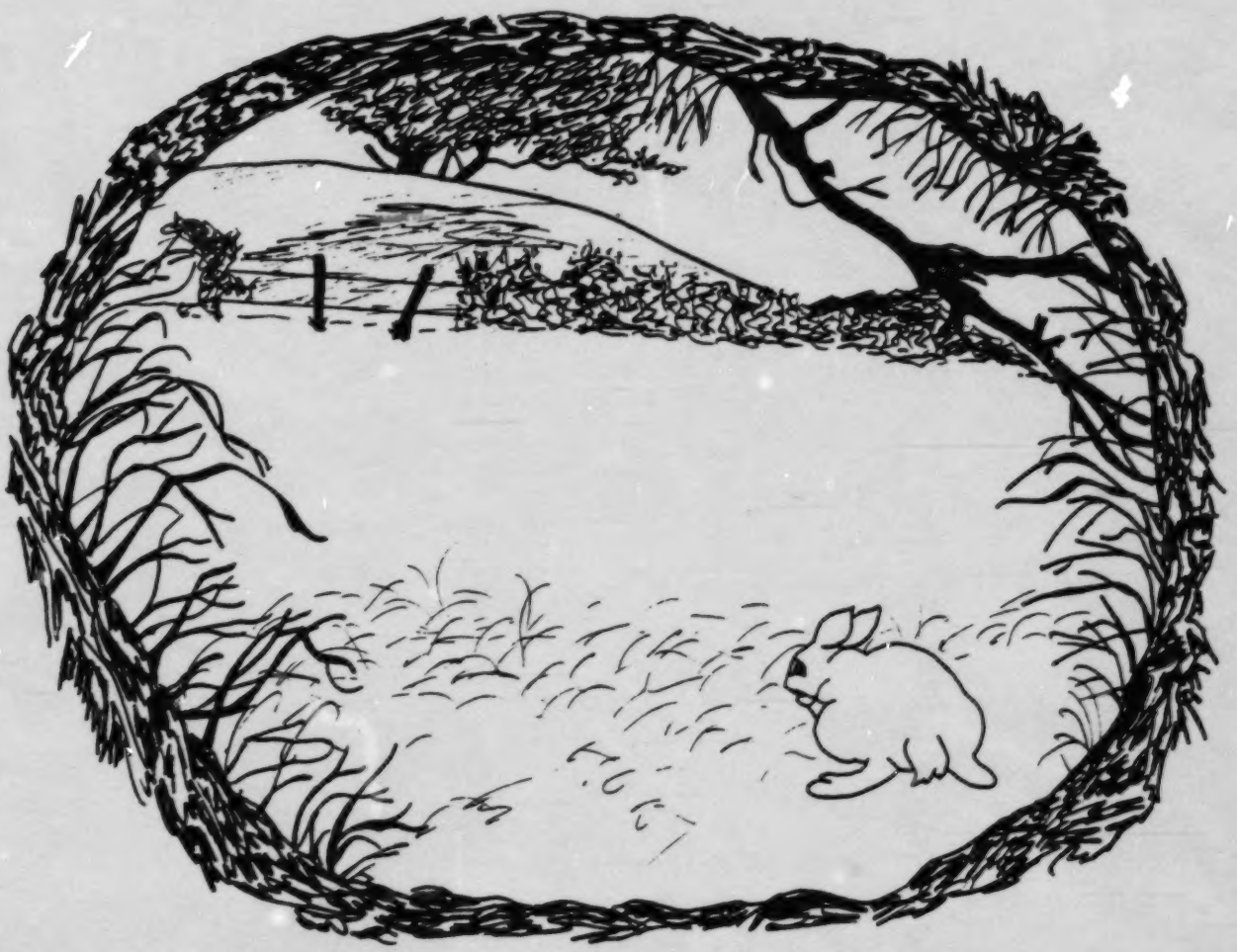
WATERSHIP DOWN

By

Richard Adams

SYNOPSIS

Watership Down by Richard Adams is the story of a small group of rabbits who flee from their doomed home in search of a more secure future. Constantly in danger, the group must use bravery and resourcefulness in order to survive. Watership Down gives a lesson about the power of courage to all who read it.



WATERSHIP DOWN By Richard Adams

VOCABULARY

Reword the following sentences taken from Watership Down, giving special attention to the underlined words in each sentence.

1. Chapter 1: "He had won his position not only by strength in his prime, but also by level-headedness and a certain self-contained detachment, quite unlike the impulsive behavior of most rabbits."
2. Chapter 12: "His demeanor had a kind of melancholy which was perplexing."
3. Chapter 16: "Fiver, as he listened, had shown a mixture of intense absorption and incredulous horror."
4. Chapter 18: "Since leaving the warren of the snares they had become warier, shrewder, a tenacious band who understood each other and worked together."
5. Chapter 24: "The cat had stopped short and was licking one paw with a pretense of nonchalance."
6. Chapter 27: "Nearly all the rabbits were very subdued and docile."
7. Chapter 34: "He stared at Woundwort with a detached, appraising air which the General had not encountered for a very long time."
8. Chapter 43: "He was limping and had a strained, resolute look."

WATERSHIP DOWN By Richard Adams

CHARACTERIZATION (answer in sentence form)

1. What were the qualities in Hazel that made the rabbits choose him as Chief Rabbit?
2. How was Fiver different from other rabbits?
3. Who is El-ahrairah?
4. Describe Kehaar, and tell why he helped the rabbits of Watership Down.
5. Why did Bigwig rescue Blackavar from Efrafra? How was Bigwig surprised by Blackavar's behavior after he became a part of the Watership Down warren?

PLOT

1. Why did the group of rabbits leave their original warren at Sandleford?
2. Why were the rabbits at Cowslip's warren so prosperous? What was the danger at that warren?
3. What did Captain Holly tell the rabbits when he and Bluebell joined them at Watership Down?
4. What was the purpose of the rabbits' two visits to Efrafra?
5. How did Hazel's idea of befriending other animals like the field mouse and the gull prove helpful to the rabbits?

QUESTIONS (answer in paragraph form using specific examples from the book)

1. How was rabbit society structured in most warrens? In what ways does this structure resemble human society?
2. What are some of the differences between the warrens of Sandleford, Cowslip's Warren, Efrafra, Watership Down, and the new warren halfway between Watership and Efrafra? Do the different warrens resemble states or countries populated by humans? Explain.
3. What was the purpose of the stories about El-ahrairah? What did El-ahrairah represent to the rabbits? Does he have a human counterpart? Explain.

WATERSHIP DOWN

PROJECTS AND ACTIVITIES

1. Draw major characters from Watership Down, using the author's description and your own imagination. Since most of the major characters are rabbits of approximately the same color and size, you may draw caricatures to emphasize their differences. You might draw them as you think they might look as humans.
2. Write an extra El-ahrairah story that the rabbits might enjoy hearing.
3. Build a model or draw a diagram of the warren at Watership Down.
4. Compare Watership Down to the book Animal Farm by George Orwell.
5. Make a word search, crossword puzzle, or board game based on Watership Down using the Lapine language frequently. (There is a Lapine Glossary at the back of the book.)
6. With others who have also read the book, dramatize characters or events from the book? Consult your teacher before preparation.

JANE EYRE

By

Charlotte Bronte

SYNOPSIS

Charlotte Bronte's Jane Eyre is a classic romantic novel suitable for the above-average junior high school reader. Covering the time period of 1799 to 1819, it is the story of the plain, kind, and strong-willed orphan Jane Eyre who becomes a governess at Thornfield Hall. Jane's love for her master, Fairfax Rochester, is complicated by a "dark secret" which threatens both of their lives. Jane Eyre is a melodrama, a tale of suspense, and an excellent sample of nineteenth century literature.

VOCABULARY

Look up definitions for the following words, and tell what part of speech each word is.

1.	Ch. 1	impudence
2.	Ch. 1	tyrant
3.	Ch. 2	ignomy
4.	Ch. 3	apothecary
5.	Ch. 4	aversion
6.	Ch. 4	antagonist
7.	Ch. 5	countenance
8.	Ch. 5	ignominious
9.	Ch. 8	imputation
10.	Ch. 11	unimpeachable
11.	Ch. 14	enigmatical
12.	Ch. 19	propitious
13.	Ch. 19	censure
14.	Ch. 20	apparition
15.	Ch. 20	sardonically
16.	Ch. 21	indolence
17.	Ch. 21	inexorable
18.	Ch. 24	indignant
19.	Ch. 24	peremptory
20.	Ch. 24	asperity
21.	Ch. 27	scruples
22.	Ch. 28	moor
23.	Ch. 31	desolate
24.	Ch. 32	audacity
25.	Ch. 37	melancholy

JANE EYRE

CHARACTERIZATION

1. What character traits does Jane Eyre possess which help her to survive her deprived childhood.
2. What is it about Mr. Rochester that attracts Jane?
3. What is it about Jane that attracts Rochester?
4. List the kind people in Jane's life.
5. List the evil people in Jane's life.

PLOT

1. What does Jane say to Mrs. Reed, her guardian, before she is sent away to school?
2. Why does Jane decide to leave Lowood?
3. What is the "dark secret" at Thornfild Hall, and how does it affect Jane's plans to marry Mr. Rochester?
4. Why does Jane refuse to marry Mr. St. John Rivers?
5. Why does Jane say she loves the crippled Rochester better than before?

QUESTIONS

1. How are Rochester and Jane different from a typical hero and heroine?
2. What are some of the dreams and thought-messages that Jane has which foreshadow future events?
3. Look up the work melodrama. Then discuss how Jane Eyre is melodramatic.

JANE EYRE

PROJECTS AND ACTIVITIES

1. Write a poem based on Jane Eyre or on what the book made you think about.

2. Write a letter to the friend who suggested that you read Jane Eyre, calling it a "book of value."

3. Make a list of additional vocabulary words from Jane Eyre. Give their definitions.

4. Using reference books in the library, sketch some of the main characters from Jane Eyre in costumes of the period. (early 1800's)

5. Rewrite a major event in the story of Jane Eyre, modernizing it in setting, character description, dialogue, etc.

PRINCE CASPIAN

By

Clive S. Lewis

SYNOPSIS

In Prince Caspian, Book Two in the Chronicles of Narnia, Peter, Susan, Edmund, and Lucy return to Narnia to find the country being ruled by King Miraz, who has outlawed all the magical creatures of the past. The children and Aslan the lion join Prince Caspian, the rightful heir to the throne, in a battle to restore Narnia to the magical kingdom it once was.

PRINCE CASPIAN By C. S. Lewis

VOCABULARY

1.	Ch. I	blundered
2.	Ch. II	dais
3.	Ch. X	usurper
4.	Ch. V	fervent
5.	Ch. VI	descendants
6.	Ch. VII	entrenchments
7.	Ch. VII	betrayed
8.	Ch. VII	victuals
9.	Ch. VII	sorties
10.	Ch. VIII	seneschal
11.	Ch. VIII	pompous
12.	Ch. VIII	gruelling
13.	Ch. IX	bivouac
14.	Ch. IX	courtiers
15.	Ch. XI	precipices
16.	Ch. XII	sentinel
17.	Ch. XIII	avenge
18.	Ch. XIII	parley
19.	Ch. XIII	plague
20.	Ch. XIII	effrontery
21.	Ch. XIV	treachery
22.	Ch. XIV	tussock
23.	Ch. XV	bestowed
24.	Ch. XV	hereditary
25.	Ch. XV	lineage

PRINCE CASPIAN

CHARACTERIZATION

1. How is Prince Caspian's attitude toward Narnia different from that of his uncle, King Miraz?

2. Why does Doctor Cornelius tell Caspian stories of Old Narnia?

3. Why is Nikabrik a dangerous member of Prince Caspian's army?

4. Describe Reepicheep.

5. Who is Bacchus, and how does he help Prince Caspian and his army?

PLOT

1. What are the most valued treasures found by the children in the ruined Cair Paravel?

2. How would believing Lucy have saved Trumpkin and the children time, in reaching the Great Mound?

3. How is King Miraz tricked into a challenge of single combat with Peter?

4. Who killed King Miraz?

5. Why do the children have to leave Narnia?

QUESTIONS

1. How do each of the children use the gifts once given them by Father Christmas and found again in the ruined Cair Paravel?

2. Describe three of the Talking Beasts in Prince Caspian's army in detail. Include physical appearance, personality traits, and actions.

3. What things does King Caspian do to restore Narnia to the way it used to be?

PRINCE CASPIAN

PROJECTS AND ACTIVITIES

1. Draw some of the characters in Prince Caspian, using the author's descriptions.

2. Write a poem based on Prince Caspian or what it made you think about.

3. Design an original book jacket for Prince Caspian. Include an introduction to the book and information about the author on the book jacket flaps.

4. Write a biographical sketch about C.S. Lewis. Use the library for information.

5. With others who have also read Prince Caspian, dramatize characters or events from the book. Consult your teacher before preparation.

BRIAN'S SONG

BY
William Blinn

SYNOPSIS

Brian's Song, the book, is the script from the award-winning TV-Movie, Brian's Song. It is the true story of the relationship between Gayle Sayers and Brian Piccolo. Both members of the Chicago Bears, an NFL-football team, they competed for the same position on the team. Yet, as roommates, they became close friends. Brian's Song is a sometimes-funny, sometimes-sad story about courage and brotherhood.

BRIAN'S SONG by William Blinn

VOCABULARY

Find the definition for each word. Copy the sentence or phrase in which it appeared in the book.

1.	Page 3	enigmatic
2.	Page 5	neutral
3.	Page 9	terminology
4.	Page 12	assaulted
5.	Page 15	relishing
6.	Page 16	acknowledges
7.	Page 16	gauntlet
8.	Page 16	inequities
9.	Page 17	contemplate
10.	Page 19	perusal
11.	Page 29	introspection
12.	Page 30	wariness
13.	Page 41	fatalistically
14.	Page 62	dogged
15.	Page 66	maneuver
16.	Page 66	befuddled
17.	Page 68	blatantly
18.	Page 75	exuberantly
19.	Page 80	somber
20.	Page 89	initially
21.	Page 93	adlibbing
22.	Page 94	tolerance
23.	Page 95	frenzied
24.	Page 102	bromides
25.	Page 119	precedence

BRIAN'S SONG

CHARACTERIZATION

Briefly answer the following questions.

1. What are the similarities between Brian Piccolo and Gayle Sayers?
2. What are the differences between them?
3. In what way are the two men competitive?
4. Name three minor characters in the book. Include a short description of each.
5. When Sayers gives his award as "Most Courageous Player" to Piccolo, is he sincere? In what way is Piccolo the more courageous player?

PLOT

Briefly answer the following questions.

1. What problems does Coach Halas see in the Sayers and Piccolo becoming roommates?
2. Why does Piccolo work so hard to help Sayers recuperate from his knee injury when Sayers' injury means that Piccolo is first string?
3. What foreshadowing is given to show that Piccolo might be very ill before the reader learns that he has cancer?
4. Why did the two men compete so fiercely in the footrace they had before their third football season began?
5. Why is the second operation much harder for Piccolo to accept than the first?

QUESTIONS

Choose one of the following questions and answer it in a paragraph.

1. In your own words, retell a scene which demonstrates the deep friendship between Sayers and Piccolo.
2. Did the fact that the book was written as a script make it more or less difficult to read and understand? Explain.
3. Which character do you admire most? Why?

BRIAN'S SONG

PROJECT (Optional)

1. Write a poem based on the story, or on what the book made you think about.

2. In the form of a letter, write a response to the friend who suggested you read the book, calling it a "book of value."

3. Retell an important event through cartoon drawings.

4. With others who've also read Brian's Song, dramatize characters or events from the book. Consult your teacher before preparation.

5. Using an almanac or other reference materials, trace the football careers of Gayle Sayers and Brian Piccolo.

FAREWELL TO MANZANAR

By

Jeanne Wakatsuki Houston

And

James D. Houston

SYNOPSIS

During World War Two, after the bombing of Pearl Harbor by the Japanese, thousands of Japanese-Americans were forced to move from their homes and were placed in internment camps for the duration of the War. Jeanne Wakatsuki Houston, a native-born American, was seven years old when she and her family were sent to Manzanar, a camp in California. Farewell to Manzanar is the story of the years of her life spent behind barbed wire. It is a true account of an often forgotten part of America's history.

FAREWELL TO MANZANAR by Jeanne W. Houston and James D. Houston

VOCABULARY

Define each of the following words, and use each in a sentence that demonstrates its meaning.

1.	Foreword	recollections
2.	Ch. 1	alien
3.	Ch. 1	confiscators
4.	Ch. 1	futile
5.	Ch. 1	interrogation
6.	Ch. 2	isolated
7.	Ch. 2	humiliating
8.	Ch. 2	internment
9.	Ch. 2	patriarch
10.	C h. 2	Caucasian
11.	Ch. 2	evacuation
12.	Ch. 2	ominously
13.	Ch. 5	edicts
14.	Ch. 9	defiance
15.	Ch. 9	vigilante
16.	Ch. 10	saboteurs
17.	Ch. 11	conspirators
18.	Ch. 11	repatriation
19.	Ch. 12	tolerable
20.	Ch. 13	catechism
21.	Ch. 13	confirmation
22.	Ch. 16	rescinded
23.	Ch. 16	despicable
24.	Ch. 21	ultimatum
25.	Ch. 22	validation

FAREWELL TO MANZANAR

CHARACTERIZATION

Answer the following in sentence form.

1. What do the Japanese words "Issei," "Nisei," and Sansei" mean?

2. Why was Ko Wakatsuki affected so harshly by how he was treated during the War?

3. How was Jeanne's life typically American at Manzanar? How was it not typical?

4. How did Woody come to appreciate his Japanese heritage?

5. Once out of Manzanar, what was Jeanne's main goal as a teenager?

PLOT

Answer the following in sentence form.

1. What does "Shikata ga nai" mean? How does it apply to the attitude of the Japanese Americans during their persecution?

2. How were conditions intolerable when Manzanar first opened?

3. Why was Ko called "inu" by some of his fellow Japanese at Manzanar?

4. Why were many residents at Manzanar reluctant to leave once the law set them free?

5. In what ways did Jeanne still experience prejudice after being released from Manzanar?

QUESTIONS

Answer one of the following in paragraph form. Refer to the book for specific examples.

1. Name some of the ways that the law was unfair to Japanese Americans during the 1940's.

2. Why did the Loyalty Oath issue divide the residents of Manzanar?

3. Why were only Japanese Americans isolated during World War Two, and not, for example, Americans of German or Italian descent?

FAREWELL TO MANZANAR

PROJECT (Optional)

Choose one of the following.

1. Design an original book cover for Farewell to Manzanar.
2. Compare Farewell to Manzanar to A Diary of Anne Frank.
3. Build a model, sketch, draw a mural, or make a needlework design of the setting of Farewell to Manzanar.
4. Write a poem based on Farewell to Manzanar or on what the book made you think about.
5. With others who have also read the book, dramatize characters or events from the book. Consult your teacher before preparation.

THE MARTIAN CHRONICLES

By

Ray Bradbury

SYNOPSIS

The Martian Chronicles is a series of short stories about the colonization of Mars during the years 1999 to 2026. The stories are a bland of satire, horror, fantasy, tenderness and humor. The Martian Chronicles by Ray Bradbury is a science fiction classic.

VOCABULARY

Find the root word of each of the following words and define it.

1.	"Ylla,"	solicitous
2.	"Ylla,"	peevishly
3.	"Ylla,"	buoyed
4.	"The Earth Men,"	disengaged
5.	"The Earth Men,"	vaporous
6.	"The Earth Men,"	penetration
7.	"The Earth Men,"	derision
8.	"The Earth Men,"	dubiously
9.	"The Earth Men,"	psychotic
10.	"The Earth Men,"	hallucination
11.	"The Earth Men,"	engrossing
12.	"The Third Expedition,"	incredulity
13.	"-And the Moon Be Still as Bright,"	unintentionally
14.	"Night Meeting,"	multifaceted
15.	"The Musicians,"	odorous
16.	"Way in the Middle of the Air,"	irrevocable
17.	"Way in the Middle of the Air,"	contemptuously
18.	"UsherII,"	advocators
19.	"Usher II,"	facsimilie
20.	"The Martian,"	remembrances
21.	"The Silent Towns,"	evacuation
22.	"The Silent Towns,"	disconsolately
23.	"The Million-Year Picnic,"	columnar
24.	"The Million-Year Picnic,"	assimilate
25.	"The Million-Year Picnic,"	revelation

THE MARTIAN CHRONICLES

CHARACTERIZATION

Answer the following in complete sentences.

1. Why did Mr. Xxx shoot himself when he realized the truth about Captain Williams and his crew? (The"Earth Men")
2. In what way is Jeff Spender different from most of the Earth people who land on Mars?
3. Was Jeff Spender right? (The Locusts")
4. How is Toma's and The Martian alike? How are they different ("Night Meeting")
5. What is strange about Mr. Hathaway's family? (The Long Years")

PLOT

Answer the following in complete sentences.

1. Before the first rockets came, what was civilization like on Mars? ("Ylla")
2. To Captain John Black and his men, what do the people who inhabit the town on Mars where they land have in common?
3. Why does Benjamin Driscoll plant trees on Mars? How does his plan backfire? ("The Green Morning")
4. What kind of house has William Stendahl created? Why? How does he prevent its destruction? ("Usher II")
5. Who are the Martians that Williams Thomas takes his sons to see one evening? Explain.

QUESTIONS

Answer the following in paragraph form.

Look up the words "satire" and "irony." Explain the satire and/or irony in any three stories from The Martian Chronicles.

PROJECTS AND ACTIVITIES

Choose any one of the following:

1. Write another storey to be included in The Martian Chronicles.
2. Retell an important event through cartoon drawings.
3. Write a poem based on The Martian Chronicles or what it made you think about.
4. Build a model, sketch, draw a mural or make a needlework design of one of the settings in The Martian Chronicles.

PROJECTS AND ACTIVITIES (Continued)

5. With others who have also read the book, dramatize characters or events from the book, or conduct an imaginary interview with its author. Consult your teacher before presentation.

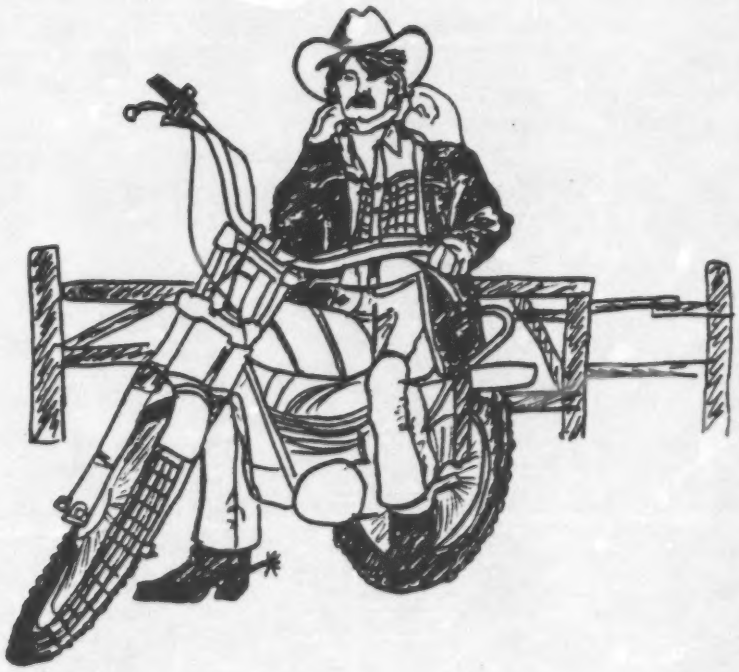
TEX

By

Sam E. Hinton

SYNOPSIS

When their father stays away too long and forgets to send money, Mason and Tex McCormick must take care of themselves in their ramshackle house in Oklahoma. Easygoing Tex's world is shattered when he must face the prospect of Mace's leaving for college on a basketball scholarship; falling in love with Jamie, whose father despises him; serious problems at school; and a fact about his birth that will change his life forever. Tex is another S.E. Hinton book about tough kids trying to make it in a rough world.



TEX By Sam E. Hinton

VOCABULARY

Find the definitions for the following words. Use each in a sentence which demonstrates its meaning.

1.	Ch. 1	sarcastic
2.	Ch. 1	paddock
3.	Ch. 1	throwback
4.	Ch. 1	fanatic
5.	Ch. 1	flinched
6.	Ch. 2	compensate
7.	Ch. 2	vague
8.	Ch. 3	corrupt
9.	Ch. 3	dire
10.	Ch. 3	discrimination
11.	Ch. 3	disrespectful
12.	Ch. 3	spunky
13.	Ch. 4	potential
14.	Ch. 4	curtly
15.	Ch. 4	impulsion
16.	Ch. 6	alternative
17.	Ch. 7	dubious
18.	Ch. 7	ricocheting
19.	Ch. 9	skeptically
20.	Ch. 9	cringed
21.	Ch. 9	enraged
22.	Ch. 11	defiant
23.	Ch. 12	impersonal
24.	Ch. 12	rational
25.	Ch. 12	pretense

TEX

CHARACTERIZATION

1. Why does Mason want to leave his hometown?
2. Why is Tex content to stay there?
3. What is it about Tex and Mason that Cole Collins despises?
4. Is "Pop", Tex and Mason's father, a likeable or unlikeable character? Explain.
5. Explain how Tex and Mason feel about each other.

PLOT

1. Is it fair that Mason sold Tex's horse, Negrito? Explain.
2. Why does Tex accept the sale of Negrito after he talks to the horse's new owner?
3. Why does Lem sell drugs?
4. How does falling in love with Jamie complicate Tex's life?
5. Why does Tex call for Mason instead of his father after he is shot?

QUESTIONS

1. After the fortuneteller at the fair tells Tex that "there are people who go places and people who stay", Tex uses this phrase to different people. Point out these instances, and explain what he means each time he repeats the phrase.
2. Who are the most important prople and what are the most important things in Tex's life? Explain their value to him.
3. By having the characters in Tex do illegal things, is S. E. Hinton condoning these things? Is it upsetting to have imperfect "heroes" in Tex? Explain. (Hint: the biographical info on the author at the end of the book might help to answer this question.)

TEX

PROJECTS AND ACTIVITIES

1. Write another chapter for Tex.
2. Write an imaginary interview with S.E. Hinton, the author of Tex.
3. Make a word search, crossword puzzle, or board game based on Tex.
4. Sketch, build a model, or make a needlework design of the setting in Tex.
5. With others who have also read Tex, dramatize characters or an event from the book, or hold a psychiatrist - patient dialogue with one of the characters from the book. Consult your teacher before preparation.

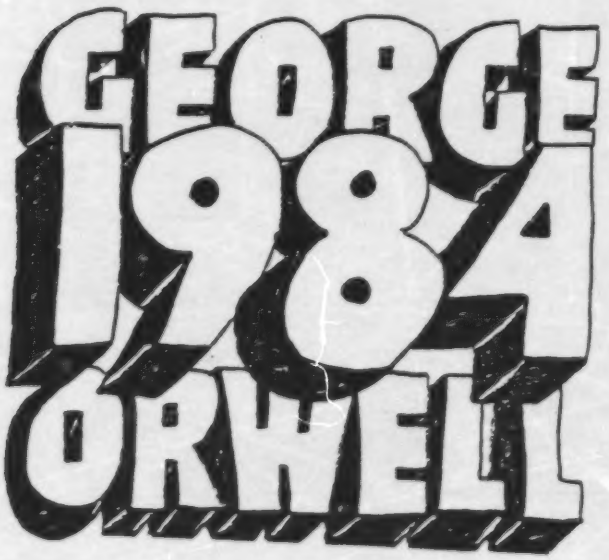
1984

By

George Orwell

SYNOPSIS

1984, by George Orwell, was written in 1949 and was intended as a warning about the future of mankind. The setting is the superstate of Oceania, ruled by The Party and led by Big Brother. In Oceania, Party members are entirely without privacy, and even their thoughts are strictly controlled. Winston Smith, the main character, dares to rebel against this society, and the story concerns his ultimate fate. 1984 is a very intense, often violent novel which causes the reader to think seriously about what might happen when people in a society lose their individuality. It is suitable for the mature junior high school student.



VOCABULARY

a. Give the definition for each word.
b. Find the root word of each word.
c. Use this root word to form another word by adding a different prefix and/or suffix
(Example: insufferable: definition - unbearable; root word-suffer; new word- suffering)

1.	Ch. 1, I	counter-revolutionary
2.	Ch. 1 I	vindictiveness
3.	Ch. 1 I	equivocal
4.	Ch. 1, I	rectification
5.	Ch. 1, V	venemously
6.	Ch. 1, VIII	intolerable
7.	Ch. 1, VIII	capitalism
8.	Ch. 2, I	inconceivable
9.	Ch. 2, IV	eccentricity
10.	Ch. 2, VI	ingenious
11.	Ch. 2, VII	unintelligible
12.	Ch. 2, VII	impregnable
13.	Ch. 2 VIII	indecipherable
14.	Ch. 2, VIII	salutation
15.	Ch. 2, IX	translucency
16.	Ch. 2, IX	literally
17.	Ch. 2, IX	irrationally
18.	Ch. 2, IX	meritorious
19.	Ch. 2, IX	comparatively
20.	Ch. 3,I	consigned
21.	Ch. 3,I	irresistable
22.	Ch. 3, II	humiliation
23.	Ch. 3, II	continuous
24.	Ch. 3, IV	alterable
25.	Ch. 3, VI	undifferentiated

1984

CHARACTERIZATION

1. What makes Winston Smith different from most of the people in Oceania?

2. Why does Winston love Julia, and why does she love him? Why is their love "a political act?"

3. How does Parsons represent an ideal member of society?

4. Who is O'Brien? How does Winston come to trust him?

5. Who is Big Brother? Is he "real?"

PLOT

1. How does the telescreen affect people's daily lives?

2. What are the three classes of people in Oceania, and what is the function of each?

3. By what means does The Party control history?

4. How are Winston and Julia caught by the Thought Police?

5. What happens in Room 101? Why?

QUESTIONS (answer in paragraph form using examples from the book)

1. Explain the three slogans of The Party: War is Peace, Freedom is Slavery and Ignorance is Strength.

2. What does the paperweight symbolize to Winston? Why is it so important to him?

3. 1984 was written in 1949. Have any of the things which Orwell predicted come true? Explain.

PROJECTS AND ACTIVITIES

1. Make a glossary of Newspeak words, using "The Principles of Newspeak" at the back of the book for help. Include the following words:

   a. thoughtcrime
   b. facecrime
   c. oldspeak
   d. newspeak
   e. IngSoc
   f. vaporize
   g. Thought Police
   h. The Spies
   i. Inner Party
   j. Outer Party
   k. proles
   l. Big Brother
   m. telescreen
   n. speakwrite
   o. doublethink

2. Research the life of Eric Blair, whose pen name was George Orwell. What would motivate him to write a book like 1984? The afterword in the book might be some assistance.

3. Make a crossword puzzle, word search, or a board game using words and ideas from 1984.

4. Write a poem based on the book or on what it made you think about.

5. With others who have read the book, dramatize a scene from 1984. Consult your teacher before preparation.

THE VOYAGE OF THE DAWN TREADER

By

C.S. Lewis

SYNOPSIS

The Voyage of the Dawn Treader is the third book in The Chronicles of Narnia series by C.S. Lewis. In this story, Edmund, Lucy, and their cousin Eustance join King Caspian and his men aboard a ship called the Dawn Treader. Sailing east toward the End of the World, the crew encounters many dangerous and magical adventures. For Edmund and Lucy it is their last experience with Narnia.

VOCABULARY

Copy the phrase or sentence which contains each of the following words. Then use a dictionary to define the words.

1.	Chapter I	port
2.	Chapter I	starboard
3.	Chapter II	leagues
4.	Chapter II	smote
5.	Chapter II	beseech
6.	Chapter II	rapier
7.	Chapter III	uninhabited
8.	Chapter III	liege
9.	Chapter IV	consorts
10.	Chapter IV	foresee
11.	Chapter V	sinister
12.	Chapter V	tiller
13.	Chapter V	sentry
14.	Chapter V	fathoms
15.	Chapter V	oppressive
16.	Chapter VI	precipices
17.	Chapter VII	enchanted
18.	Chapter IX	conspicuous
19.	Chapter IX	enmity
20.	Chapter XII	mutiny
21.	Chapter XII	albatross
22.	Chapter XIII	luminous
23.	Chapter XIII	perilous
24.	Chapter XVI	abdicating
25.	Chapter XVI	irresolute

THE VOYAGE OF THE DAWN TREADER

CHARACTERIZATION

1. What was Reepicheep's purpose in coming along on the voyage? Did he fulfill his purpose? What do you think happened to him?

2. Why did Eustace become a dragon? How did the experience change his personality?

3. At one point in the story, Lucy was captivated by greed. How?

4. Describe Ramandu's past and the reason for his unusual appearance.

5. Why did Caspian want to continue the voyage east with Reepicheep? How was he convinced to remain aboard the Dawn Treader?

PLOT

1. What was the purpose of Prince Caspian's voyage?

2. What was unusual about the Magician's Book?

3. For what purpose had the Knife of Stone been used before its appearance on Aslan's Table? What evil had it been responsible for on Ramandu's island?

4. What was unusual about the water as the crew approached the End of the World?

5. Why did the Dawn Treader stop its voyage east?

QUESTIONS

1. What was the fate of each of the seven lords for whom Caspian was searching?

2. Describe the various appearances of Aslan during the story. For what purpose did he appear each time?

3. At the end of the book, Aslan tells Lucy that on earth "... I have another name. You must learn to know me by that name. This was the very reason why you were brought to Narnia, that by knowing me here for a little, you may know me better there." Explain what Aslan means.

   Aslan also tells Lucy that she is too old to return to Narnia, that she "must begin to come close to your own world now." Why is Narnia only for children?

THE VOYAGE OF THE DAWN TREADER

PROJECTS AND ACTIVITIES

1. Draw a map of the voyage of the Dawn Treader. Use your imagination when descriptions from the book do not provide enough detail.

2. Write another chapter about what happens to Reepicheep as he sails further east.

3. Draw some of the fantastic creatures that the crew encountered on their voyage aboard the Dawn Treader.

4. Create a word search, crossword puzzle, or board game based on The Voyage of the Dawn Treader.

5. With others who have also read the book, dramatize characters or events from the book. Or conduct an imaginary interview with its author, C.S. Lewis. Consult your teacher before preparation.

OLIVER TWIST

By

Charles Dickens

SYNOPSIS

The setting for Oliver Twist is London in 1837. In the story, an orphan boy tries to find happiness in the world of poverty, cruelty, and deceit that surrounds him. In Oliver Twist, Charles Dickens has created some of his most memorable characters; the cunning thief Fagin, sinister Bill Sikes, tragic Nancy, the warm and loving Rose, and comical Mr. Giles. Charles Dickens uses Oliver Twist to criticize the structure of British society in the 1800's, but he has also written a suspenseful story and a morality tale. Oliver Twist, a classic in nineteenth century fiction, is suitable for the mature junior high school reader.

OLIVER TWIST by Charles Dickens

VOCABULARY

1.	Chapter I	workhouse
2.	Chapter II	beadle
3.	Chapter II	parochial (paroc hial)
4.	Chapter II	paupers
5.	Chapter II	voracious
6.	Chapter III	condescending
7.	Chapter III	pomposity
8.	Chapter III	magistrate
9.	Chapter X	meagre (meager)
10.	Chapter XI	notorious
11.	Chapter XII	benefactor
12.	Chapter XVI	tormentors
13.	Chapter XXII	stupefied
14.	Chapter XXVIII	constable
15.	Chapter XXXVI	fortnight
16.	Chapter XXXVI	hovels
17.	Chapter XXXVIII	betray
18.	Chapter XXXIX	artful
19.	Chapter XXXIX	swaggered
20.	Chapter XLI	fraudulently
21.	Chapter XLI	corroborate
22.	Chapter XLVIII	epitaph
23.	Chapter L	desolate
24.	Chapter LII	blasphemed
25.	Chapter LII	reprieve

OLIVER TWIST

CHARACTERIZATION

1. What is ironic about Fagin's calling his acquaintances "My dear?"

2. Why does Nancy risk her life for Oliver? Why doesn't she leave Bill Sikes?

3. What is the relationship of Oliver, Monks and Rose?

4. Of the major characters in Oliver Twist, who are Oliver's friends? Who are his enemies?

PLOT

1. What are the conditions in the workhouse where Oliver spends the first years of his life?

2. How do Artful Dodger and Charley Bates make their living? What does Fagin do?

3. What information does Mrs. Bumble have that Monks wants? Why is the information important to him?

4. Why does Bill Sikes murder Nancy? What causes his own death?

5. What convinces Rose to marry Harry Maylie?

QUESTIONS

Answer using specific examples from the book.

1. Oliver Twist is a novel of social protest. What are some of the things about English society in 1837 that Dickens is protesting?

2. Oliver Twist has been criticized as being an "immoral" book because many of the characters are criminal and degraded. Do you agree that this makes the book immoral? Why or why not?

3. What moral(s) may be made from Oliver Twist?

OLIVER TWIST

PROJECTS AND ACTIVITIES

1. Sketch some of the characters from Oliver Twist. Besides the author's description, use the library to research costumes of the period.

2. Make a word search, crossword puzzle, or board game based on Oliver Twist.

3. Do some research on Charles Dickens. Find out about his life and about some of the other books that he wrote.

4. In the form of a letter, respond to the friend who recommended the book calling it a "book of value."

5. With others who have read Oliver Twist, dramatize characters or a scene from the book. Consult your teacher before preparation.